STATE OF MARYLAND TEACHERS' YEAR BOOK

FOR THE INFORMATION AND GUIDANCE OF OFFICIALS AND TEACHERS OF THE PUBLIC SCHOOLS : OF : THE : STATE : OF : MARYLAND

SCHOLASTIC YEAR 1912-1913

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THE OLD STATE HOUSE.—*Photo by Hughes.*

See page 113.

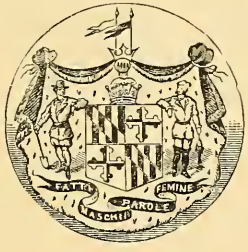
STATE OF MARYLAND

TEACHERS' YEAR BOOK

For the Information, Use and Guidance of
Officials and Teachers of the Public
Schools of the State of Maryland.

SCHOLASTIC YEAR 1912-1913

Prepared and Published by
M. BATES STEPHENS, State Superintendent
B. K. PURDUM, Assistant



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INTRODUCTORY.

Somewhat belated in its distribution, the Teachers' Year Book again goes to the school official and teacher with greetings from the State school officials and as another evidence of their co-operative sympathy and support. The publication, when started a decade ago, was intended as an institute manual for teachers and as a guide for instruction given in the institute by the County Superintendent. County school officials became so alert in organizing such work and so much development has come in the character of such instruction that this end is now, perhaps, the least important which the annual is designed to meet. It has been a constant effort on the part of the State Department of Education to make it a handy reference book in matters relating to teachers and their immediate schoolroom work. The present pamphlet, in many instances, is similar to its immediate predecessors. However, the claim is made that its usefulness has been broadened by introducing some features which make its character somewhat different—a difference, we trust, which will add to its value.

HISTORY.

It is our purpose, beginning this year with the subject of history, to emphasize in each Year Book, the teaching of one school subject or exercise. If the co-operation of the county superintendent can be secured, and the same subject which is presented in the Year Book be also emphasized in the county institute, and then followed during the school year by some active and intelligent supervision it is believed the results from the teaching of the particular subject will be noticeably more satisfactory.

We are indebted to the Maryland History Teachers' Association for the helpful chapter on the subject which is contained in this publication. *It must be read* if its suggestions are to enrich the teaching of the subject. History occupies a comparatively small space on our institute programs, and the fear is entertained that we underrate the relative importance of the study. If we have been unfair in this instance there must be a readjustment of conditions which brought it about. The trouble probably lies in a lack of knowledge both as to material and method. There can be no enthusiasm in the teaching of any subject until the one who does the teaching is so full of it as to start an overflow which is necessary in order to reach those who are taught. The purpose of the Maryland History Teachers' Association is to lend a helping hand that history teaching may be stimulated in *all* the public schools of the State. Its work, however, will fail unless the teacher appreciates its work, considers carefully the recommendations and adopts the recommeendations, unless already using such as are as good or better.

The textbook is not given to pupils in the early primary grades. This does not mean the teaching of history should not have its beginning at least in the first grade, and, indeed, in the first weeks of the first year grade. By the use of history stories the subject may be begun very early and when the third or fourth year grade is reached some elementary text may be taken up. In some schools no text is given until the pupil reaches the fifth year grade. In such cases the use of history stories becomes imperative. Many pupils leave school before the sixth grade is reached and if they do not get some acquaintance and appreciation of history from history stories they leave school without any training in this phase of the world's knowledge. While the use of stories cannot take the place of critical history study; yet it is far better than to let them go into the activities of the world without any such training.

The personal element enters largely into pupils' minds, hence, those

elements should be made the warp on which the outline of the story may be thrown. Pupils in the primary grades are more interested in the narrative than in the analytical form.

As is well suggested in the Committee's report the study of history may become the source of the best culture acquired during school life. In the absence of suitable books on the subject in many of our schools pupils should be encouraged to bring to the school all the books of biography and history which they can get bearing upon the topics treated, and to exchange with one another.

"To know how people lived in former times and how they conducted themselves in emergencies is more important than the details of battles and campaigns." Much attention should be given to topical outlines, individual and class maps and in the more advanced lessons to the study of causes and effects. All together, in the movement to improve the teaching and study of history!

SPECIAL DAYS.

Provision has been made for the proper observance of our regular school anniversaries by submitting material and suggestive programs for exercises to commemorate these events. Attention is called in an especial way to the Maryland Day celebration. The topic for the next anniversary is a most interesting one and through the efforts of Assistant Superintendent Purdum much valuable information has been compiled and many interesting half-tone cuts are presented which portray the things which have given Annapolis such a historical interest.

It is hoped that an arrangement will be made through the kindly efforts of Mr. John Wilber Jenkins, who originated the idea of Maryland Day to furnish each school, which observes the anniversary a suitable picture at half cost,—the other half to be provided for from a fund which Mr. Jenkins will attempt to collect from friends who are deeply interested in the subject. Teachers should begin to plan months ahead for the observance of these occasions if they desire them to be worth while.

Teachers in many parts of the State, more particularly in the rural schools, close the school year with exercises and a *treat* to which all the patrons are invited. It should be given on Saturday preceding the opening of the school year. It is then you need to meet them, become acquainted, tell them of your plans, have a general survey of the situation, and a cleaning up of school grounds, etc. Let us all try this for at least one time as there seem to be flattering possibilities in the innovation.

SUMMER SCHOOLS.

The professional betterment of the teacher is now a live question. The institute, provided for when the present school system was inaugurated, has served a usefeul purpose, and its power has stteadily increased. It is for the teachers to consider whether more benefit would come to them if a provision could be made so that one-fourth or one-third of the teaching corps should attend some summer school of six weeks. It may be that the cost of such an arrangement to the county would amount to but little more than the cost of holding a five days' institute. Six weeks of continuous and definite work in a summer school would be more valuable than four weeks spent in the county institute—one week each year. It could be so arranged that no one untrained for teaching should be excused from attendance upon the summer school for at least one session.

Respectfully submitted,

M. Bates Stephens,
State Superintendent.

Annapolis, Md., October 15, 1912.

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DEPARTMENT OF EDUCATION

ANNAPOLIS

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NICHOLAS OREM	Easton	Talbot county.
W. MERRICK HUYETT	Hagerstown	Washington county.
WM. J. HOLLOWAY	Salisbury	Wicomico county.
EDGAR W. MCMASTER	Pocomoke City	Worcester county.

*Deceased.

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List of Dates, Places of Meeting and Names of Normal School Instructors for the County Institutes of Maryland for School Year 1912-1913.

Prepared by the State Superintendent of Public Education.

Name of County	Date of Institute	Name of Normal Instructors Assigned	Meeting Place
ALLEGANY	Oct. 28-Nov. 1	Edward F. Webb. Clara P. Ewing.	Cumberland.
ANNE ARUNDEL	Sept. 2-6	Willis H. Wilcox.	Annapolis.
BALTIMORE	Sept. 2-13	No assignment.	Baltimore.
CALVERT	Oct. 7-11	Samuel A. Baer. Mary H. Scarborough.	Prince Frederick.
CAROLINE*	Sept. 2-6	Wilhelmina McLeod.	Centreville.
CARROLL	Sept. 9-13	Minnie L. Davis. Willis H. Wilcox.	Westminster.
CECIL	Oct. 21-26	Sarah E. Richmond. Thos. H. Lewis.	Elkton.
CHARLES†	Sept. 2-6	Hanna A. Coale.	Washington, D. C.
DORCHESTER	Sept. 2-6	Camilla J. Henkle. Inez M. Johnson. Charles A. Jaquith.	Cambridge.
FREDERICK	Jan. 1-4	Hanna A. Coale. Mary M. Hyde.	Frederick.
GARRETT	Sept. 9-13	Florence A. Snyder. Robert L. Haslup.	Oakland.
HARFORD	Sept. 2-6	Minnie L. Davis. Sarah E. Richmond (Thursday and Friday).	Bel Air.
HOWARD	Oct. 21-26	Sarah E. Richmond. Camilla J. Henkle.	Ellicott City.
KENT	Oct. 21-26	Ella V. Ricker. Willis H. Wilcox.	Chestertown.
MONTGOMERY†	Sept. 2-6	Edward F. Webb.	Washington, D. C.
PRINCE GEORGE'S†	Sept. 2-6	Sarah E. Richmond (2 days). Monday and Tuesday.	Washington, D. C.
QUEEN ANNE'S*	Sept. 2-6	Mary H. Scarborough.	Centreville.
SOMERSET‡	Aug. 28-Sept. 5	Ella V. Ricker.	Ocean City.
ST. MARY'S	Sept. 2-6	Fannie K. Reiche.	Washington, D. C.
TALBOT*	Sept. 2-6	Robert L. Haslup.	Centreville.
WASHINGTON	Jan. 1-4	Inez M. Johnson. Gertrude T. Morgan.	Hagerstown.
WICOMICO‡	Aug. 28-Sept. 5	Ernest E. Race.	Ocean City.
WORCESTER‡	Aug. 28-Sept. 5	No assignment.	Ocean City.

*Caroline, Queen Anne and Talbot teachers meet jointly in Centreville.

†Charles, Montgomery, Prince George and St. Mary's teachers meet jointly in Washington, D. C.

‡Somerset, Wicomico and Worcester teachers meet jointly in Ocean City.

NOTE: No assignments of visiting County Superintendents are made for this year. This matter is left with the County Superintendent to invite at least one of these officials to his Institute.

INSTITUTE INSTRUCTORS.

RECOMMENDED BY THE STATE SUPERINTENDENT.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa.—Practical Pedagogy.

Joseph H. Apple, A. M., President Woman's College, Frederick, Md.—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Frostburg, Md.—School Management.

George P. Bible, 5025 Race street, Philadelphia—Reading and Practical Pedagogy.

Richard Gause Boone, Ph. D., Long Beach, Cal.—General Educational Topics.

Sarah C. Brooks, M. A., Baltimore, Md.—Primary Methods and Construction Work.

Martin G. Brumbaugh, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Classroom Management.

Alexander Chaplain, Ped. D., Ex-Superintendent Talbot County (Maryland) Schools—School Management.

Nadine Crump, 2123 F. street N. W., Washington, D. C.—Reading and Primary English.

Isobel Davidson, Primary Superisor Baltimore County Schools, Towson, Md.—Primary Subjects and their Methods.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

Charles B. Gilbert, Ph. D., Author and Lecturer, 1170 Broadway, N. Y.—General Pedagogy and English.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa., State Normal—English and School Management.

Mari Ruef Hofer, Teachers' College, New York, Extension Teacher, Columbia University—Music and Games.

W. E. Lugenbeel, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

E. Oram Lyte, Ph. D., Principal Millersville (Pa.) Normal School—English and School Government.

(Miss) Marion Mackenzie, B. S., 4816 Florence avenue, West Philadelphia—Nature Subjects.

Nan L. Mildren, Primary (Philadelphia) Schools—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture in Our Public Schools.

Lelia E. Patridge, Kentucky—Methods and School Management.

Leon C. Prince, Carlisle, Pa.—Lectures on Popular Topics.

Dr. George M. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

J. Adams Puffer, 168 Great Plain avenue, Needham, Mass.—Lecturer on Educational Topics.

(Mrs.) M. Landon Reed, 1604 K street N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—"Thinking and Learning to Think."

David Eugene Smith, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

Geo. D. Strayer, Ph. D., Columbia University, N. Y.—School Subjects and their Methods.

Lida Lee Tall, Intermediate Supervisor Baltimore County, Towson, Md.—Supervision.

George W. Twitmyer, Ph. D., Superintendent Wilmington (Del.) Schools—School Management.

James H. Van Sickle, Superintendent Springfield, Mass., Schools—School Management.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

Henry S. West, Ph. D., University Cincinnati—English.

A. Duncan Yocum, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

Anne Rothwell Stewart, 114 W. Twenty-third street, Baltimore—Expression and Physical Education.

Ada Van Stone Harris, 37 E. Twenty-eighth street, N. Y.—English.

L. A. Robinson, Department of Pedagogy, Winthrop Normal, Rock Hill, South Carolina.

Dr. O. H. Corson, Columbus, Ohio.

Wm. A. McKeever, Professor Philosophy, Kansas Agricultural College, Lecturer—Moral Education.

Mary Brevard Roberts, 1305 S. Fifth-third street, Philadelphia, Pa.—Interpretative Recitals.

Grace H. Hare, 2004 Mt. Royal Terrace, Baltimore—Methods in History, Literature and Reading.

H. D. Hemenway, Northampton, Mass.—Playgrounds and School Gardens.

A. R. Spaid, A. M., 505 W. Twenty-first street, Wilmington, Del.—Pedagogy. Illustrated evening lectures.

Edith Kunz, New Brighton, N. Y.—Child Study.

Stanley L. Krebs, care of John Wanamaker, Philadelphia, Pa.—General Pedagogy.

Meriam S. Peters, Supervising Principal, Calhoun School, Philadelphia, Pa.—Reading and Elementary English.

Dr. Barton W. Evermann, Bureau of Fisheries, Washington, D. C.—Science.

Dr. W. M. Davidson, Superintendent of Schools, Washington, D. C.

Thomas G. Parris, Woodlawn and Sprague, Germantown, Pa.—Schoolroom Pedagogy.

Dr. Frank A. Manny, Principal, Teachers' Training School, Baltimore—School Curricula, etc.

Dr. Edward F. Buchner, Chair of Education, Johns Hopkins University, Baltimore.

Dr. Sam'l M. North, Baltimore Polytechnic—English.

R. B. Teitrick, Department State Superintendent, Harrisburg, Pa.

Letitia E. Weer, Supervisor Household Economics, Baltimore county, Maryland; 310 E. Twenty-second street, Baltimore City.

Wm. Y. H. Wentzel, Principal West Nottingham Academy, Colora, Md.—General Educational Subjects.

THE REORGANIZED SCHOOL PLAYGROUND.

[We give herewith in a somewhat abridged form a well-written article on "The Reorganized School Play Ground," by Henry S. Curtis, and published as Bulletin No. 16 by the United States Bureau of Education. The article is on a most timely school subject, and it is given as a part of the Year Book in the hope that, at least, every school official and teacher will read it and reflect its perusal by improving the school play grounds and make their conditions more conducive to healthful games and plays. We cannot expect the child to become an interested learner in the schoolroom unless we have a proper regard for the play element which dominates the six-year-olds when starting upon a school career. A little activity in this direction in every school this year will result in general improvement throughout the State. Will YOU help?]

"Fifty dollars fine for anyone found trespassing on this yard after school hours." The foregoing sign was on the side of a school building in a middle-sized city of southern Arkansas, but the sign is not unique in that locality, and it represents an attitude of mind that has been very nearly universal. The school yard has been one of the least utilized of our educational resources. Surfaced with a view to his convenience and used mostly in accordance with his desires, it has practically belonged to the janitor. I do not know that there are any cases where he has used it to raise potatoes and the family vegetables, but he might nearly as well have done so for any advantage that has come to the school or the children.

Often the pupils have not been allowed to come to school until 15 or 20 minutes before 9 and have been required to leave the yard immediately after dismissal. The gates have been closed and locked during the summer time. Under the circumstances there is little wonder that school yards have been generally inadequate in size and often atrocious in condition.

In the past 10 years the great play movement has burst upon us and has brought with it an illumination as to the educational value of play. The old-time school yard, with its limited space and its restrictive traditions, is entirely unsuited to the new uses demanded by the new ideals, and there is going on everywhere a reconstruction of theory and practice to meet the new needs. As in all reconstruction periods, however, the facilities and uses are out of harmony; and many cities, with an imperfect understanding of the problems involved, are attempting to improve conditions according to their lights.

The new activities for the school require in the first place a larger yard; secondly, a yard which is in condition to be used—which is not

often the case at present; and thirdly, a yard with a certain amount of equipment for play. Some of the new uses are a space for gardening or at least raising the nature-study material, physical training out of doors, which should be required everywhere in pleasant weather, the open-air kindergarten, the fresh-air school, and organized play at recesses and in the summer time. In Germany and England certain periods of play have long been a part of the school curriculum, and more or less of organized play is being generally introduced into the curriculums of progressive cities throughout the United States. When we add to this the after-school and Saturday and summer use of the school yard, we have altogether a new condition, which warrants far greater expenditures and care than the old-time school yard has ever received. Besides, in order to light a school building according to modern standards much open space is required. The new buildings, which are palaces beside the old, also require far more ground to give them architectural setting.

The past 10 years, however, have seen the invention or introduction of several new games, such as volley ball, basket ball, indoor baseball, and tether ball, which are more econimical of space than any games that we have formerly had and which help to relieve the almost impossible condition of a few years ago. It is possible now on a block of ground, if the block is of fair size and the school is not too large, to have a good deal of play that is worth while.

It is impossible to set any arbitrary standard for the size of a school ground in the conntry. It certainly should be large enough for baseball, as it ought not to be necessary to do most of the school play in the neighbors' fields, as is so often the case at present. Very often a neighborhood park and picnic ground should be made at the school also. This should always be done, I am inclined to believe, if the site offers the facilities, and there is no better place in the neighborhood. The minimum size for the ground of a country school should be two acres. Nothing less than this will do for baseball, and if the tract is to be used by the older people evenings and Saturdays, as it ought to be, nothing less than three acres will be adequate. Ten acres will not be too much for the general athletic field and picnic place for the district.

A rounded hill offers a conspicuous position for a school building. Yet it is much less suitable for the location of a school than a store. No merchant would select such a site, because he knows that his customers will not climb the hill to buy of him. It is just as great an effort to climb a hill to go to school as it is to buy a stick of candy. After you once reach the store it is just as well on the top of the hill as anywhere else. But the hilltop is useless as a school site when you once get there, as there are very few games that can be played on a hillside. A hillside is much more appropriate for a private house than a school. The house does not require very much space, and not much terracing is required to make the yard nearly level. But for a school the whole block has to be

put into one or two terraces, as nearly level as may be. The grading required will probably cost as much as the site, or more. A terrace always tends to gully out and is a source of constant expense. The terraces should be sodded at once or covered with honeysuckle or some such vine. The honeysuckle will add greatly to the beauty of the bank, and it will hold it like a stone wall. The New York, New Haven & Hartford Railroad is covering its cuts through Rhode Island and Connecticut with rambler roses, and it may be that these would be serviceable for school terraces in some localities. If it be found that the school occupies a site that can not be leveled without a prohibitive expense, the site should be given up.

LOCATION OF THE SCHOOL BUILDING.

If the school is erected to please the passer-by and to be an ornament to the city, then the architect should be allowed to place it with a view to securing architectural effects, and he will place it in the center of the plot in most cases. The building should be surrounded with grass, and the children should not be allowed to play upon it. If, on the other hand, the school is intended for the welfare of the children, the building should not be located in the center of their playground. The architecture of the building has little, if any, effect upon them, while play is the most fundamental thing in child nature. It would be better to have two sets of school buildings, one intended for show, with the building placed in the center of a ground decorated with grass and flowers, where the children are allowed to come only on festival occasions, as when there is a convention in the city, and a second set of buildings and grounds for actual use. If we would not do this, then we must not allow the architects to destroy the grounds by placing the building in the center of them. If the building is placed in the center of the ground and the children are allowed to play on all sides of it, the grass is soon killed off, the surroundings become bare and unattractive, and the location is the worst possible. If the school ground is to be used, it is better for the architectural effect as well as for purposes of play to locate the building at one end of the block, within 15 or 20 feet of the sidewalk. This space in front of the building can be parked, laid out to flowerbeds or ornamental shrubbery, protected with a low hedge or a fence covered with vines, and kept intact for architectural effect.

VINES.

Unless the climate is rainy and cold, it will be an advantage to plant vines over the school building. Vines make the building cooler in the warm parts of the year and the touch of green that they add is generally welcome. Wisteria will make of it a great flower garden in spring. The ivies will furnish a glow of grateful color in the fall.

SURFACING OF SCHOOL GROUNDS.

The school yards of many of our cities are a disgrace to the systems to which they belong. I believe that much less than 50 per cent of the yards of the country are in condition to use. Covered with brickbats and piles of ashes, gullied out by the rains, with the roots of trees projecting in places, they furnish an almost impossible surface over which to run. Not more than one-quarter as large as they should be in most cases, the space that there is should be utilized to the fullest extent. But in actual fact not more than 25 per cent of play efficiency can be secured from the yards of many a school system on account of their condition. There is many a school site that has cost $10,000 or more that has received less than a hundred dollars afterwards to make it available for the play of the children. Even if it does cost a thousand dollars to grade and surface a ten-thousand-dollars yard, it surely is not wisdom to throw away the $10,000 for the lack of the one. In many cases all that is needed is to dismiss the school early one afternoon and set the children with rakes and hoes to filling in gullies, raking up cinders and bricks, digging up projecting stones, and cutting off roots. Probably half the school wards of the country could be improved 50 per cent by this simple expedient. Some surfaces are more satisfactory than others, but there is no surface that is wholly satisfactory. Doubtless we shall have to manufacture the surface for our playgrounds in time, much as we do the asphalt for our streets. However, there are now better surfaces than are generally used. Mr. Leland recommends a mixture of clay, loam and cinders as satisfactory. In the Chicago municipal playgrounds the torpedo gravel works fairly well, but the managers are experimenting with a manufactured surface which is made by mixing together sand, asphalt and cork in the following proportions: Cork (pieces one-eighth to one-fourth inch in diameter), 16 2-3 per cent by weight; sand, 33 1-3 per cent; stone (pieces one-sixth to one-eighth inch in diameter), 16 2-3 per cent; asphalt, 33 1-3 per cent. This surface costs from 60 cents to $1 per yard, but it is said to be smooth, yielding, permanent, and in every way satisfactory. On the whole a sandy loam that is well underdrained makes a very satisfactory surface. Almost any sort of a tennis-court surface, but especially sand-covered clay, is a good play surface.

KEEPING IN CONDITION.

In the past the school yard has been expected to keep itself in condition. It has been no one's duty to look after it. It may be taken for granted that it will not do this. There are not many enterprises that can be launched and left to run themselves. Every school yard with anything but a grass or brick or cement surface ought to be leveled and rolled down at least once a year. Often this can be done by the children

themselves. Most grounds need much more care than this, but an overhauling once a year is an absolutely minimum requirement. Generally the school yard needs to be sprinkled at certain times to keep down the dust. In California it is not unusual to sprinkle with a heavy asphaltum oil and then spread sand on top as in putting Tarvia on a road. In Philadelphia glutrin is used on the school playgrounds. This is a by-product of paper making and is said to be "all of the spruce tree but the fiber," and greatly to improve the surface for play purposes.

FENCING.

There is no uniform practice in regard to fencing school yards. In the eastern sections of this country they are generally fenced; in the middle and southern sections they generally are not. There has been a tendency during the past few years to remove fences. The fences around parks and public buildings have generally been taken down. Houses and house lots are usually unfenced. This is one expression of the socialistic tendency of our times. We are moving away from the cloister and its exclusiveness. Undoubtedly the removal of fences from most of the large public parks has been an advantage. There never was any reason for fencing them. The same may be said of the fences in front of houses. The strip of parking and grass is often more attractive than the strip broken by fences, as was formerly the case. It is hard to see that the fence ever served any purpose except exclusiveness, and the question in this regard is naturally one of individual preference. However, the tendency everywhere is toward fencing playgrounds and fencing parks used as playgrounds.

No school board has a right to build a school without providing a place for the childing on the school premises. If the grounds that have been secured are not sufficient they should either be enlarged or abandoned. Street play is becoming increasingly dangerous to children, because of the rapidly increasing number of automobiles. Children who are playing in groups are always heedless, and the child who dashes from the school yard in a game of tag is more likely to run into danger than the child who is really playing in the street. There are occasional mad dogs and runaway horses in the cities. If the children are in a fenced yard they are safe, while there is always danger otherwise. However, the urgent reasons for fencing the modern school yard are much more fundamental. It is becoming the custom to put into school yards a considerable apparatus, and to keep them open as directed playgrounds during the summer. It is difficult to protect the apparatus if the playground is not fenced, and it it still more difficult to protect the neighborhood from annoyance. There is frequent complaint in reference to the use of the school yard as a playground, but the complaint nearly always comes from the use of it by rowdies at night after the play director has gone, for then they are apt to come in and greatly annoy the surrounding

residents by their yells and boisterous laughter. If a school ground is fenced, the children can also be prevented from running by dangerous pieces of apparatus where they are likely to be struck. Discipline becomes much easier. The fence also makes of the school yard and institution and helps to create loyalties.

The prettiest fence, and also one of the cheapest, that can be put around a school ground is a woven-wire fence covered with flowering vines. The wire should be close enough, at the bottom at least, so that indoor baseballs will not go through. If rambler roses or clematis or honeysuckle be planted over this, it will be a flower garden set on edge during a considerable part of the year, and often the prettiest thing in the whole neighborhood. The fence at the Jamestown Exposition was eight feet high and completely covered with honeysuckle and clematis. The fragrance could be perceived for several rods, and it was admired by all. It grew within a year or two.

TREES.

If a school ground is to be much used in the late spring and summer, in most parts of this country it must have shade. In some parts this is true for nearly the entire year. Trees also add greatly to the attractiveness, if they are well selected and properly placed; but it is also possible to destroy a school playground by planting in it half a dozen trees in the wrong places. If you will plant the first tree on the home plate, the second tree in the pitcher's box and the third tree on first base, and so on around, it will not take very many trees to spoil the available space in most school yards. A large part of the trees that have been planted thus far should be cut out. I have known a small yard to be ruined by planting three trees. In most grounds all trees within the play space should be eliminated. The playground needs shade, but it also needs space. The trees should be planted around the playground at the edge and not within the ground itself. In larger grounds there may also be trees around special features, such as the baseball diamond or the basket-ball or volley-ball court, but trees should never be planted at random, without a definite plan for the yard and a definite purpose for the trees.

One row of trees should be set around the school ground just outside the sidewalk, and a second row just inside or just outside the fence, according to the size of the ground and the width of the space between the sidewalk and the fence. The rule of tree experts is that shade trees should be planted from 25 to 40 feet apart. It is a good rule to plant alternately cottonwood and hard maples, or hard and soft maples. Then the soft maples will grow up rapidly and begin to furnish shade very soon, while the hard maples will come on more slowly. As soon as the hard maples develop enough to give sufficient shade, the cottonwood or soft maples should be cut out and all the space given to

the slower-growing but more beautiful trees. If this method is followed, the trees should be planted from 15 to 20 feet apart, so that they will be 30 or 40 feet apart when the soft trees are cut out. It might be well also to plant a different kind of tree in the inside row from those in the outside row. Paulonia Japonica, common in New York City, looks like a catalpa with the blossoms of wisteria upon it and is very attractive. The catalpa itself is a beautiful tree, both in the spring, when it is in blossoms, and in the fall, when it carries its long drooping pods. Some of the streets of Washington that are bordered with horse chestnuts are very beautiful in the spring when the trees are in blossom. Even our common basswood or linden is fragrant and attractive in April and May.

Very many trees that are planted in school yards die. The most common cause is probably that the trees are not really planted. A tree is often dug or torn up from somewhere, a hole is cut in the school yard, the tree is stuck in, earth is thrown on the roots, and the tree is considered to be ready to grow. It is needless to say that such methods are without results. Trees should be planted late in the fall or early in the spring. If a good many of the roots have been broken a proportional part of the top should be cut off, for there will not be enough roots to feed a large amount of foliage. A tree can not be planted in the sterile subsoil of a school yard with reasonable expectation that it will live. A space from 4 to 8 feet square and 2 or more feet deep should be excavated and filled in with good rich earth. The whole should be well packed and waterd down, and the tree should be boxed. Our estimate for the planting of trees in Washington was $4 a tree. This price was for the planting and boxing alone, as the trees were furnished to us from the city nursery. This may seem expensive, but it is scarcely 1 per cent of what a well-placed tree is worth to a school yard.

EQUIPMENT.

A great many cities are now putting equipment into their school yards. They are rarely consulting anyone of experience in this matter, and it must be said that the apparatus so purchased is often temporary in character, ugly in appearance, and dangerous in use. It is often set in the wrong places and some times costs two or three times as much as it should. Very much of this, although of recent installation, should be taken out at once and replaced by equipment that is safe and suited to the neds of the school. It must be remembered always that free play is more important than the best possible use of play equipment, such as swings, and the open spaces must not be destroyed for any kind of apparatus.

THE SAND BIN.

The sand bin is the mother of the playground movement, and out of it have grown the other developments. From the time he is one year

old until he is ten or twelve the sand will furnish any child entertainment and delight. As the sand bin is for the little children, it should be placed in the most retired part of the yard, where it will be out of the way of the older children. It must have shade, or the sand will get too hot in the summer time. It is well to place it under or around a tree. It should have a molding board or seat around the edge so that the children can mold the sand upon it. This is often used also as a seat when the teacher wishes to tell a story or to give instruction. The sand should be, if possible, the fine white sand of the seashore, as this is pleasant to work and does not soil the clothes; but any building sand, such as that used in making plaster, will do.

THE SLIDE.

The slide is one of the most popular pieces of apparatus, and will be used almost continuously by a large number of children. There are apt to be disputes and quarrels over the swing, but the slide offers a natural rotation in office. Sliding represents a universal interest of children, for they have slid down banisters and cellar doors from time immemorial. Almost every place that offers a natural incline in the cities will be found to be used by them. People generally have the idea that the slide is dangerous on account of its height, but in an experience of thirteen years I have never known of a single serious accident from the slide, except from slivers in the early days when slides were made of pine. Railings at the top prevent the children from falling off there, and after they sit down on the slide they can not well fall unless they try to. There is a general feeling also that the slide is very hard on clothes. I doubt if this is so, if the slide is in good condition. The amount of the friction and wear of course depends on the smoothness. Even in the schoolroom the child wriggles around constantly in his seat, and the seat or the cushion is not usually very smooth. The children tend to run up the slide if they are not watched at first, and also to slide down standing up. W. S. Tothill, of Chicago, makes a maple slide that answers all requirements very well. It does not rust or splinter. It is not too hot nor to cold; it sometimes warps, but never seriously. The 9-foot slide is sold by Marshall Field & Co. for $7.50; the 15-foot slide for $25. The slide needs to be waxed occasionally or dressed with raw linseed oil. It is well to have a carpet mat or two to sit on after rains or after oiling, and it is desirable that the apparatus should be made so that the sliding board is detachable, allowing it to be turned over or taken in so as to protect it from the rain.

SWINGS.

The swing is probably the most common piece of apparatus in the play of small children everywhere. It is also one of the most dangerous, and, as generally made, one of the most unsightly. The swing frame should be of steel gas pipe three inches in diameter if threaded, or two

and one-half inches if made with solid joints. The whole should be well braced and set in concrete about three and one-half or four feet deep. The swings for a school yard should not be over 8 or 10 feet high. The tall swing takes up too much room, is preempted by the large children, and is too dangerous. The swings should be placed in the most retired corner of the yard and parallel with the fence, where the other children will not be struck. People are apt to fear that the children will be hurt by falling out of the swing. This rarely happens. The real danger is to the child who is running by. If two children are standing up in a swing and swing hard and another child runs by and is struck in the side of the head, he will certainly be seriously injured and maybe killed. In some places the swings are fenced off, so as to prevent this. A piece of rubber hose is sometimes nailed to the side of the swing board, so as to deaden the blow if a child in struck.

THE HORIZONTAL BARS.

Every school yard should have a horizontal bar. This will serve for tests in chinning, which is one of the standard tests of the Public School Athletic League, and boys everywhere like to climb upon and over such a piece of apparatus. It is a good thing to have three bars placed at about 5 feet 3 inches, 6 feet, and 6 feet 6 inches. The earth should be excavated under these bars for 3 or four feet on each side and sand filled in. No one would think of exercising on a horizontal bar in a gymnasium without a mat underneath. It is just as dangerous to exercise over hard ground in the yard; a plentiful crop of broken arms is sure to result.

All the equipment of the school yard should be so made that it can be locked or taken in at such times as it is not to be used.

CONSTRUCTION OR PURCHASE OF EQUIPMENT.

A school playground may be satisfactorily equipped for $200 if most of the equipment is made and set up by local men. The slide can probably be purchased as cheaply as it can be made. Other pieces of apparatus will cost considerably more from the machine companies.

EQUIPMENT FOR GAMES.

Indoor baseball.—Every school ground of any size should have at least two indoor baseball diamonds, one for the girls and one for the boys. The regulation diamond is 35 feet square, though the 27-foot diamond is better for small children. This should be laid out permanently, and the places for the bases marked. Bases should be made of sacks filled with sand. The 17-inch ball should be used, and the diamond should be so placed that the ball will not be batted over the fence or against the school building.

Volley ball.—Volley ball is the best game for school yards in general, because it takes very little space, and nearly all the children can play. It is the natural corrective of nearly all the bad postures of the schoolroom. The equipment costs very little. From two to four teams should be organized from each of the upper classes, and they might well have

volley ball as a period of physical training in the regular school time at least once a week.

Tether ball.—Tether ball is another game requiring little space, that is very vigorous and can be played in almost any school yard. Directions for this game and for volley ball can be secured from the Spalding Athletic Library for ten cents. Both sets of rules are in the same book. The lines around and bisecting the pole are best put in with brick.

THE USE OF THE SCHOOL YARD.

In a number of school systems of my acquaintance the school yard is used not more than half an hour to an hour a day. The children are sent home at noon. They are not allowed to come in the morning until just before school, and they are required to go home as soon as school is out. The thought has been apparently to use the school grounds as little as possible. We are getting a new conception of what is desirable, however, and the whole tendency is toward wider use. I am personally inclined to think that the next ten years will see the use of all suitable school yards quadrupled. This is coming through the rapid extension of the summer playground, through its supervision after school and on Saturdays for the same purpose, and in its continuous use throughout the day for the play of different classes as in such cities as Gary, Ind. I expect the next great extension of its use to be as a playground at night for the adults and the working boys and girls of the community. If the playground is properly lighted, it is possible to make it a delightful place for such games as volley ball, basket ball, tether ball, and even indoor baseball in the evening. If the school furnishes a swimming pool, this will give very nearly the same physical facilities that the Young Men's Christian Association and the Young Women's Christian Association offer.

For the small child the paramount question is not arithmetic or geography, but physical health. For the 6-year-old 2 hours in the classroom is probably enough. He ought to have two or three periods in the playgrounds every day. This time may well grow less from year to year until it gets down to perhaps three periods a week. The child needs at least three periods for physical training. Three periods are required in the common schools of Germany, and when we consider that games mean not only physical training, but social and moral training as well, no thoughful person can well think three periods too much. These play periods should be so arranged that in the larger schools there would be two or three classes in the yard all the time, as the practice is in Gary, Ind. The regular teachers should play with the children, but there should be a special playground teacher in charge. In the upper classes four baseball and four volley ball teams might well be formed in each class. The girls play both of these games as well or nearly as well as the boys, and every child should be required to play. This will give a good period of physical training in the open air, and the volley ball will be one of the best possible exercises for correcting the stooped and rounded shoulders and the flat chests of the classroom.

COURSE OF STUDY FOR NORMAL SCHOOLS.

ACADEMIC COURSE.

(ADOPTED JUNE, 1908.)

First Year.	*First Term.*	*Second Term.*
ENGLISH—Composition and Rhetoric	5	5
HISTORY—Ancient and Medieval	3	3
MATHEMATICS—Algebra	5	5
SCIENCE—Physical Geography	5	
Botany		5
LATIN—First Latin Book (Completed)	5	
Cæsar		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week	5	5
	28	28

Second Year.	*First Term.*	*Second Term.*
ENGLISH—Composition and Rhetoric. Studies in English Literature with weekly Essays.	3	3
HISTORY—Modern History	3	3
MATHEMATICS—Plane and Solid Geometry. Book-keeping (8 weeks).	5	5
SCIENCE—Physics	5	
Chemistry		5
LATIN—Cicero	5	
Virgil		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week	5	5
	26	26

NORMAL COURSE.

(ADOPTED JUNE, 1908.)

Junior Year.	*First Term.*	*Second Term.*
PEDAGOGY—Psychology		5
Art of Teaching	5	
Review of Elementary Studies:		
Grammar	2	3
History		5
Observation in Model School	5	5
ENGLISH—History of English Literature. Studies in English Literature with weekly Essays	3	3
HISTORY—Civil Government	5	
SCIENCE—Physiology	3	
Biology		2
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week	5	5
	28	28

Senior Year.	*First Term.*	*Second Term.*
PEDAGOGY—Psychology	3	
Principles of Teaching		3
School Management and School Law	5	
History of Education	3	
Review of Elementary Studies:		
Geography	5	
Arithmetic		5
English	2	2
Practice Teaching in Model School (each member of the class must teach forty-five minutes daily for twenty weeks, to be followed by critique)	5	5
SCIENCE—Nature Study		3
HISTORY—Constitution of United States and of Maryland. Maryland Teachers' Manual		3
ART—Vocal Music. Elocution. Each one period a week.	2	2
	25	23

COURSE IN PEDAGOGY FOR COLLEGES.

Chapter 635, Section 122E of the General Assembly of 1908 reads as follows:

"122E. Any graduate of the department of pedagogy, of any reputable college or university, maintaing a department of pedagogy that has been approved by the State Board of Education of Maryland, shall be entitled to teach in the public elementary or high schools of the State of Maryland without examination. The diploma of said graduate shall be rated as a first grade teachers' certificate and be subject to classification by the county superintendent of the county in which said graduate may be employed to teach."

In compliance with the provisions of this Act, the State Board of Education, at a meeting held at Ocean City on June 26, 1908, prescribed the course of pedagogy (which follows), as one which will have the approval of said Board, as meeting the requirements of law. This course in pedagogy is elective by students who desire to teach, after completion of the work of the Sophomore class; and shall be pursued in connection with the major subjects of the regular college work prescribed for the Junior and Senior years.

JUNIOR YEAR.

COURSE A.—*General History of Education.*

Embracing a review of the most eminent educational theories and systems of ancient and modern times. First Term. Twice a week.

COURSE B.—*Psychology.*

The content and development of mind, studied with the special view to comprehending the art of teaching, as based on a knowledge of the child. Second Term. Four times a week.

COURSE C.—*Special Method.*

Review of Elementary English, Geography and Arthmetic, and a study of methods and devices used in teaching these branches. Throughout the year. Three times a week.

COURSE D.—*Drawing, Music, Elocution and Physical Training.*

Once a week in each of the subjects named throughout the year.

SENIOR YEAR.

COURSE E.—*General Method.*

The Philosophy of Teaching. A study of the psychological and pedagogical principles upon which teaching is based. First Term. Twice a week for at least eighteen consecutive weeks.

COURSE F.—*School Organization and Discipline.*

This course comprises methods of supervising and managing schools, teachers and pupils; courses of study and programs, based on Maryland Teachers' Manual and Course of Study; sanitation; playgrounds; text-books; supplies and apparatus. Second Term. Twice a week for at least eighten consecutive weeks.

COURSE G.—*School Law.*

This course treats of the duties of the teacher as an officer of the State; school boards; trustees; contracts; care of property; records and reports, etc. Second Term. Twice a week for at least eighteen consecutive weeks.

COURSE H.—*Practice Teaching.*

Throughout the year each student will teach at least two periods every week under the supervision of a critic teacher in a regularly graded school.

COURSE I.—*Drawing, Music, Elocution and Physical Training.*

Once a week in each of the subjects named throughout the year.

LAWS AND BY-LAWS PERTAINING TO TEACHERS.

ARTICLE VI.

TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the county school board:

I, ..., having been appointed a teacher in the public school of ..... County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice discharge the duties of a teacher in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

....., Teacher.

State of Maryland, ...County, to wit:
Sworn (or affirmed) before the subscriber.....
.....
by .....teacher, who in my presence has thereto set ..... name this.....
day of ....., 19..

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the county superintendent, the trustees and the commissioners, whenever desired.

4. They shall make a term report to the school board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable, to each particular school. They shall swear or affirm to this report before a justice of the peace or a school commissioner, if required by the By-Laws of the county school board; they shall have it endorsed by at least two school trustees; and shall deliver it to the county superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons stated in the quarterly report and accepted by the board of county school commissioners, the teacher shall forfeit the proportionate amount of salary for the time so lost. Every teacher regularly employed, who shall sbmit satisfactory proof of same to the county school board shall be allowed not more than twenty days for the school year for actual sickness, and the county school board shall pay to said teacher for the number of days thus lost not less than one-half of the amount of salary received by him or her when in actual service. Any time lost by the teacher, whether from sickness or any other cause, shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence and causes therefor shall be noted in the quarterly report, and the secretary of the county school board shall keep a correct statement of same in an appropriate record book.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the trustees or county school board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the board, unless reinstated by the county school board.

10. Every teacher shall furnish to the county school board an inventory of the books and stationery belonging to the board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the board of district school trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the board of county

school commissioners for confirmation, and shall not be valid unless confirmed. The following shall be the form of contract and no other form shall be legal:

TEACHER'S CONTRACT.

STATE OF MARYLAND, COUNTY OF ..... 19..

It is hereby agreed by and between the District School Trustees of School No. ....., District No. ....., and ..... that the said ..... shall be and ..... is hereby appointed to teach at said school, subject to the confirmation and requirements of the Board of County School Commissioners of .... County, and to the provisions of the Public School laws of the State of Maryland, and at such salary as the said Board of County School Commissioners may direct; provided, however, that no white teacher regularly employed in a public school of said State, having an average attendance of ten pupils or more, shall receive as a salary less than three hundred dollars per school year; and provided further, that all white teachers holding a first-class teachers' certificate, who have taught for a period of three years in any of the public schools of said State, shall receive as a salary not less than three hundred and fifty dollars per school year; that all such teachers who have taught in said schools for a period of five years, shall receive as a salary not less than four hundred dollars per school year; that all such teachers who have taught in said schools for a period of eight years, shall receive as salary not less than four hundred and fifty dollars per school year, and that all white teachers holding a second-class teachers' certificate, who have taught in said public schools for a period of eight years, shall receive as a salary not less than three hundred and fifty dollars per school year.

The said ..... on ..... part, hereby accepts said appointment, to take effect on the ..... day of ....., 19....

This contract shall continue from term to term, and from year to year, subject to revocation at any time by either of the parties hereto, on giving to the other party thirty days' notice, in writing, to that effect, and similar notice of such revocation must also be given to the said Board of County School Commissioners.

If from any cause the Board of County School Commissioners should decide to close said school, then this agreement may be terminated by said Board of County School Commissioners at any time.

Witness our hands:

(At least two trustees must sign.)

.....

.....

.....

Trustees.

.....

Teacher

The above contract is hereby ratified and confirmed by the Board of County School Commissioners of ..... County, this ..... day of ....., 19....

Attest:

.....

Secretary.

FORM OF DISMISSAL.

STATE OF MARYLAND, COUNTY OF .....,19..

To .....,

Teacher of Public School No. ...., Election District No. ....

You are hereby notified that your services as teacher of the aforesaid school will not be required after the ..... day of ..... 19...., said day being not less than thirty days from the date hereof.

(At least two trustees must sign.)

.....

.....

.....

Trustees.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the trustees and also to the county school board, except in cases of emergency, of which the school board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the chairman of the board of district trustees or to one of the school commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section 6 of Article VII. The minimum legal age of men teachers is nineteen years; of women teachers eighteen years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract and may lead to termination of the engagement or to the annulment of his certificate.

17. The principal teacher of every school, when the appointment has been confirmed by the county school board, is *ex-officio* the secretary of the board of district school trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the county superintendent when visiting the schools.

ARTICLE VII.

TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualifications as public school teachers, to persons applying for same in any county, are in the discretion of the county superintendent under the provisions of law.

2. The certificates issued by each county superintendent shall be numbered and registered in a book provided for that purpose and shall be arranged by the county superintendent, under the sanction of the county school board, as first grade, first class; first grade, second class; second grade, first class; second grade, second class; and second grade, third class. The grade shall be determined as required by law, by the scholastic qualifications of the teacher; but the class shall be determined by the professional ability and skill of the teacher as exhibited in the schoolroom, and observed and vouched for by the county superintendent. Certificates issued by the principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools or the Normal Department of Washington College, shall have affixed to them the seal of the State Board of Education, they shall be accepted as first grade, first class certificates for a period of five years, after which time the same shall be subject to classification by the superintendent of the county where the teacher is employed; but the teacher shall have the right of appeal from the action of the county superintendent to the State Board of Education.

3. Certificates of the first grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arthmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching and the Laws and By-Laws of the Public School System of Maryland and Elements of Agriculture; those of the second grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arthmetic, Geography, United States History, History of Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, the Laws and By-Laws of the Public School System of Maryland, and Elements of Agriculture.

4. Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate.

They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents who, with the State Superintendent, shall prepare an examination—unless waived by the State Board of Education—the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; *provided*, that the certificate thus issued shall be accepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the normal course of the normal school curriculum. The place for holding the examination will be in Annapolis, in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a teacher in the publis schools of Maryland unless such a person shall hold:

(a) A certificate issued by the county superintendent where he or she proposes to teach.

(b) A certificate from a principal of a State Normal School or of the principal of the Normal Department of Washington College.

(c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.

(d) A normal school diploma of another State endorsed by the State Superintendent of Public Education.

(e) A certificate from the State Board of Education.

(f) If a special High School teacher, as provided by Chapter 386 of the Acts of 1910, a certificate of proficiency in such subjects as they are required to teach; same to be approved by both the State and County Superintendent. In case any such instructor does not hold such a certificate, he or she shall take such an examination as may be prescribed by the County Superintendent and approved by the State Superintendent.

(g) Diplomas of graduates of colleges or universities of this State

who took with the major subjects of junior and senior years the course in pedagogy recommended by the State Board of Education.

ARTICLE VIII.

SCHOOLS.

1. The course of study for elementary schools, which embraces the subjects required to be taught in every district school, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for high schools as given in Section 7 of this Article shall be followed in the grades of the high schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the school commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger puipls may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the county superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz: Thanksgiving Day, the twenty-fourth of December to the first of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration Day may each be declared a holiday at the discretion of the board of county school commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examinations shall be reported to the school board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the county school board, viz: fuel (ax and saw if needed), water bucket, drinking cup, washbasin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any principal teacher for the government of his school, with the consent of the county superintendent and the board of district trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the county school board, shall be carefully observed by all pupils and assistant teachers under his authority.

7. The classification and schedule of studies in By-Laws most recently published shall be observed in all primary, elementary and high schools.

ARTICLE X.

MISCELLANEOUS.

1. No pupil will be admitted to school under six years or age nor unless properly vaccinated, free from contagious diseases and decently and comfortably clothed.

2. The use of profane or unchaste language, the use of tobacco in any form, and the carrying of fire-arms or other dangerous weapons are strictly forbidden; and any pupil persistently violating this rule shall be suspended by the teacher and the case shall at once be reported to the Board of District School Trustees for their action.

3. Parents or guardians will be required to replace or pay for all books belonging to the county school board retained, destroyed or lost by their children or wards; they will also be held responsible and required to pay for all damages done by their children or wards to school houses, furniture, trees, fences, etc., belonging to the school.

4. All messages sent by parents or guardians to teachers, or by teachers to parents or guardians, must be in writing. Charges and complaints against teachers must be made to the trustees in writing. No verbal charges should be entertained by the trustees.

5. All white children between the age of six and twenty-one years, residing on or near the dividing line of two counties, have the right to attend the public school nearest to their place of residence, and should such nearest school be in another county than the one in which they reside, upon the same terms and subject to the same rules and regulations as other children attending said schools. In the absence of any joint provision by the boards of county school commissioners of the respective counties for the maintenance of said schools, the board of county school commissioners of the county in which said children reside should pay to the board of county school commissioners in which said school is located, for each pupil so attending a school in an adjoining county, a sum equal to the average cost of each pupil in said school.

6. In cases where the laws provide that scholars "shall be appointed by the boards of county school commissioners, by and with the advice and consent of the State Senator, in their respective counties and Senatorial districts, after a competitive examination of the candidates for such appointments," the initiative is the function of the several boards of county school commissioners exclusively, the Senator only having the power either to approve or veto such appointment.

ARTICLE XI.

HIGH SCHOOLS.

1. High schools may be established by the Board of County School Commissioners with the approval of the State Board of Education, and when established and approved, they shall be under the control of the

County School Board, who shall appoint all teachers and special instructors for the high school grades, and fix salaries for same, not to be less than minimum amounts prescribed by law.

2. High schools shall be classified as first group and second group high schools, according to enrollment of pupils, teachers employed, and amount and character of work done. The work of each school must be inspected annually by the State Superintendent, the Assistant State Superintendent, or some competent person to be designated by the State Board of Education, and each high school principal shall give, on blanks to be furnished by the State Department of Education, such data pertaining to each high school department as may be asked for from time to time. On or before the first day of October, the State Board of Education shall certify to the Comptroller a list of high schools entitled to receive State aid, with the amount of the appropriation to be paid by the State Treasurer on account of each school.

3. High schools of the first group shall fulfill the following minimum requirements: (a) an enrollment of not less than eighty pupils; (b) employ not less than four teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) four years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than $1,200, and the salary of each assistant teacher regularly employed, to be not less than $500 pen annum; (e) provision to be made for manual training and domestic science courses, and also a commercial or an agricultural course, as may be determined by the board of county school commissioners.

4. High schools of the second group shall fulufill the following minimum requirements: (a) an enrollment of not less than thirty-five pupils; (b) employ not less than two teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) a three years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual sauary of the principal to be not less than $1,000, and that of each assistant to be not less than $500; (e) provision to be made for a manual training, or an agricultural, or a commercial course, as may be determined by the board of county school commissioners.

5. The course of instruction in schools of the second group may be extended to four years by the board of county school commissioners, by the employment of such additional teacher or teachers as may be required by the State Board of Education, provided that the salary of such additional teacher of teachers shall be paid wholly by the said board of county school commissioners; and in those schools of the second group, where the course of instruction has been so extended to a four-year course, the graduates shall receive the same recognition as graduates of schools of the first group.

6. When application is made to the State Board of Educaton for an

inspection of a high school of the first group, there shall be enrolled in the high school department at least eighty pupils, and the number of teachers employed to give the academic instruction shall be at least four at the time such application is made; and for high schools of the second group, the enrollment shall be at least thiry-five, and the number of academic teachers not less than two or the equivalent of two teachers, when application is made. In the item of enrollment for both first and second group high schools, that for the preceding year will be accepted, unless for special reasons the State Board of Education shall fix some other basis.

7. Students of the high school grades shall pursue the branches of study and lines of work laid down in the curriculum adopted by the State Board of Education, and shall take such tests and examinations as may be prescribed by the county school authorities. Promotion from one year's grade to another, and graduation from the high school department must have the joint approval of the principal of the school, and the superintendent of schools of the county in which the high school may be located. Graduates of the academic and other elective courses shall rank equally in recognition, but the diploma shall show which course was pursued by the person to whom same is granted. The form of high school diplomas shall be prescribed by the State Superintendent and all such diplomas shall be signed by him before same are issued to high school graduates.

8. In the schools of the second group, the term "manual training" shall be construed to include domestic science—the former for male, and the latter for female students. The same instructor may, if practicable, give instruction in both subjects. Two-fifths of the instructor's time shall be required for the school receiving State aid on account of said instructor's services.

9. Every high school, whether of the first or second group, shall have a library of well-selected books in which there shall be at least one hundred volumes (exclusive of public documents and text-books furnished the students), which are related to the various subjects taught and which may be used by pupils to reinforce the regular text-book instruction. Such volumes must be approved by the State Department of Education.

10. Every high school, whether of the first or second group, must have a science laboratory located in a suitable room, which shall be equipped by January 15, 1913, with not less than $250 worth of apparatus, and material in the proper proportions for the teaching of the various science branches required to be taught, and such additional amounts of apparatus and material as the State Board of Education may, from time to time, require on six months' notice. All orders for apparatus shall be approved by the State Superintendent before being placed.

11. Instructors in the manual training, domestic science, commercial or agricultural courses must hold a certificate of proficiency in such subjects as they are required to teach, same to be approved by both the

State and county superintendents. In case any such instructor does not hold such a certificate, he or she shall take such an examination as may be prescribed by the county superintendent, with the approval of the State Superintendent.

12. Thirty days prior to making the annual levy in each county, the board of county school commissioners shall submit to the county commissioners a list of all the high schools of the county, with a detailed statement of the cost of instruction in such schools, and publish same for at least two weeks in one or more of the papers published in said county.

13. Any high school, of either first or second group, receiving State aid under the provisions of the high school law passed in 1910, shall forfeit any special State appropriation heretofore made for such schools, except academic appropriations made prior to 1872.

14. State aid is based on the cost of instruction and for first group schools is as follows: The sum of $600 on account of the principal, and the sum of $300 on account of each of the first three assistants employed for regular high school work; the sum of $400 on account of each of two special teachers, who shall spend not less than two-fifths of their time in the school receiving said amounts; and the sum of $100 on the account of each additional regular grade teachers, provided the total amount does not exceed the sum of $2,500. For second group schools: The sum of $600 for the principal, and $400 for one assistant teacher employed to do regular grade or academic work; the sum of $400 for salary of one special instructor, provided that if an instructor in manual training or agriculture be required to divide his or her time among not more than four schools of this group, $150 shall be allowed on account of each school; provided, further, that the total amount for any one school of the second group shall not exceed $1,400.

15. Where grade work below that of the high school department is done in the same building or on the same premises, such grade work may be under the control of the county school board, and the principal of the high school shall be principal also for the grades below those of the high school department.

RETIRED TEACHERS.

Chapter 135—Acts 1912.

Section 62. Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, and who, moreover, is without the means of comfortable support, the said teacher may lay his or her case

before the State Board of Education, supported in all cases by the recommendation of the board of county school commissioners of the county in which said teacher has last taught, and the said board shall proceed to consider the same, and if the facts are found as above stated, the said teacher shall be placed on a list, a record of which shall be kept by the said board, to be known as the ''Teachers' Retired List,'' and every person so placed on said retired list shall be entitled to receive a pension from the State of two hundred dollars per annum, to be paid quarterly by the Treasurer of the State Board of Education, so long as such pensioner is without other means of comfortable support; and the State Board of Education may in extraordinary cases waive the age limit as herein provided; provided, however, the applicant has all the other qualifications as provided herein. The treasurer of the State Board of Education shall on or before the twentieth day of the months of September, December, March and June, of each year, certify to the Comptroller the sum of money necessary for the payment of said pensions for the current quarter as provided by this section, and the Comptroller shall, on or before the first day of the months of October, January, April and July, issue his warrant on the Treasurer of the State in favor of the treasurer of the State Board of Education for the amount so certified; that the sum of twenty-eight thousaid dollars, or so much thereof as may be necessary is hereby appropriated annually out of any moneys in the Treasury not otherwise appropriated to carry into effect the provisions of this Act.

TEACHERS' SALARIES.

Chapter 138—Acts 1912.

59. The salaries of the teachers of each county shall be fixed by the board of county school commissioners subject to the provisions of any Public Local Law or Public General Law now in force or hereafter to be passed provided, that no white teacher regularly employed in a public school of the State of Maryland, having an average attendance of ten or more pupils, shall receive a salary less than three hundred dollars per school year; provided, Garrett county shall be exempted from the provsions of this Act.

Chapter 420—Acts 1910.

60. All white teachers regularly employed, holding a first-class teacher's certificate and having taught for a period of three years in any of the public schools of the State of Maryland, shall receive as salary not less than three hundred and fifty dollars ($350) per annum; and provided further, that if such teacher hold a first-class teacher's certificate and has taught in the public schools of Maryland for a period of five years,

he or she shall receive an annual salary of not less than four hundred dollars ($400); and provided further, that if a teacher holds a first-class teacher's certificate and has taught in the public schools of Maryland for a period of eight years, he or she shall receive as an annual salary not less than four hundred and fifty dollars ($450); and provided further, that if a teacher holds a second-class teacher's certificate and has taught in the public schools of the State of Maryland for a period of eight years, he or she shall receive as an annual salary not less than three hundred and fifty dollars ($350). The county commissioners of each county shall levy a sufficient amount to meet the increase of salaries provided for in this Act.

TEACHERS' LIFE CERTIFICATE.

At a meeting of the State Board of Education, held March 17, 1909, the following by-law governing the granting of life certificates was adopted:

"Teachers who has taught seven years, five of which shall have been spent in the public schools of Maryland and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county wher they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents, who, with the State Superintendent, shall prepare an examination, unless waived by the State Board of Education, the resut of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; provided, that the certificate thus issued shall be accepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent."

In case an examination is required, it will be held at the State Department of Education, Annapolis, under the direction of the State Superintendent of Public Education, beginning on the last Thursday of August, and continuing three days.

The examinations will be for the purpose of testing the applicant's attainments in the subjects rather than knowledge of particular books. Satisfactory preparation in the various subjects can be made from any

standard text-books of recent date, but to indicate the standards and offer a suggestive guide the following list of books is subjoined:

PEDAGOGY.—History of Education. Kemp, Seeley or Painter (revised edition).
Talks to Teachers on Psychology. James.
Classroom Management. Bagley.
Principles on Teaching. Thorndyke.

HISTORY.—American History, a secondary text. (Adams and Trent). Hart's Essentials, Channing's or Montgomery's Student's, or Larned.
General History. Myers' Ancient, and Myers' Medieval and Modern (revised editions).

ENGLISH.—Grammar. Buehler, Hyde, Maxwell or Mother Tongue.
Composition and Rhetoric. Herrick and Damon.
History of English Literature. Simonds, Newcomer, or Moody and Lovett.
History of American Literature. Trent, Matthews, or Newcomer.

SCIENCE.—Physics. Millikan and Gale, or Hoadley.
Geography. Tarr and McMurray, Dodge, or Frye.
Nature Study and Life. Hodge.

MATHEMATICS.—Arithmetic. Smith or Milne.
Algebra. Wentworth, Milne, or Wells.
Geometry, Plane. Wentworth, or Milne.

LATIN GRAMMAR.—Allan and Greenough.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

There are two classes of life certificates—first and second grade. Teachers who hold first-class, second grade certificates, and who meet all the requrements of the law, may apply for a second grade life certificate.

MARYLAND STATE TEACHERS' ASSOCIATION.

45TH ANNUAL MEETING.

The 45th annual meeting of the Maryland State Teachers' Association was held at Braddock Heights, Frederick county, Maryland, June 25-28, 1912.

OFFICERS

The meeting was in charge of the following officers: Earle B. Wood, President; Howard G. Hill, Vice-President; Byron J. Grimes, Second Vice-President; Hugh W. Caldwell, Secretary; R. Berryman, Treasurer; Executive Committee, Earle B. Wood, Howard C. Hill, Lida Lee Tall, Charles H. Remsberg, Thomas C. Bruff.

MEMBERSHIP.

The membership of the Association now numbers narly one thousand. *It should number three thousand.* Each teacher and school official in the State should be identified with this Association. The membership fee is fifty cents a year. This entitles you to reduced rates at hotels, an official program, a badge, and a printed copy of the proceedings. If you are not a member of this Association you are losing the assistance and strength that come from sysematic co-operation. Send your membership fee to Hugh W. Caldwell, Secretary, Chesapeake City, Maryland.

NEW OFFICERS.

The 46th annual meeting will be in charge of the following officers: J. B. Noble, President; Earle B. Wood, Vice-President; Charles F. Raddats, Second Vice-President; Hugh W. Caldwell, Secretary; R. Berryman, Treasurer; Executve Committee, the President, the Vice-President, Charles H. Remsberg, Thomas C. Bruff, Edith M. Hill.

PROCEEDINGS.

The proceedings are published in full in a separate volume, which is mailed to each member. We are giving below the report of the Committee on Resolutions.

COMMITTEE ON RESOLUTIONS

Wishes to submit for your approval the following:

Whereas, This Association has heard with deep regret the serious

illness of one of the most ardent members, Prof. S. M. Young, Assistant Superintendent, Frederick county.

Resolved, That we convey to him through the Secretary our earnest hope that he may speedily be restored to health.

Whereas, It has pleased God in His wise Providence to remove from our midst our beloved friends and co-workers, Hon. Zadok P. Wharton, former member of our State Board; Dr. S. Simpson and Prof. John P. Fockler, former Superintendents of Carroll and Washington counties, respectively.

Whereas, Their true and loyal devotion to the cause of education and their ready willingness on all occasions to aid this cause by their wise counsel have rendered their services to this Association of great value in shaping and guiding its destinies; therefore, be it

Resolved, That in their death the Association has sustained a loss of three of its most efficient members, and that while we greatly deplore this loss, we bow in humble submission to the will of Him who doeth all things well, and that the Association extends to the families of the deceased their sincere expressions of sympathy; be it further

Resolved, That a copy of these resolutions be sent to the families of the deceased members and be embodied in the minutes of this Association and that they be published in the local papers of their respective counties.

Whereas, Our State Legislature has been fully aroused to a realization of our dire need for better equipped teachers and our extremely poor equipment for meeting this need and have taken steps toward meeting this demand by appropriating a substantial sum of $600,000 for the erection and proper equipment of a new State Normal School to be located near our chief metropolis; therefore, be it

Resolved, That this Association tender its appreciation to Miss Sarah Richmond for her skillful and untiring efforts and to all others who have labored so hard in bringing about this much needed legislation.

Whereas, Johns Hopkins Summer School, under the able direction of Dr. Edward F. Buchner, did, in its first session, meet the highest expectations of the school officials of the State who had looked forward to the establishment of such an institution which should provide for the better training of the teacher in service; and

Whereas, A greater number of instructors have been secured and a fuller course of study mapped out for the coming season of this summer; therefore, be it

Resolved, That this Association extend its best wishes for its increased usefulness.

We wish to take this opportunity of expressing our appreciation and approval of the Act of the last General Assembly of Maryland in

putting on our staute books a compulsory education law, and we would go on record as urging our county school boards, with whom the power of enforcing this law is vested, to embrace this opportunity of raising the standard of our citizenship and promoting usefulness of the school.

Resolved, That this Association endorse the Atlantic Educational Journal.

It is with great pride that we note that our Association has more than doubled its enrollment in the past two years, reaching now almost the 1,000 mark; and

Whereas, This vast increase has largely been brought about by the earnest efforts of the officers of this Association, the school superintendents of the State and especially would we mention in this connection Superintendent J. T. White of Frederick county, which county furnishes practically one-third of the entire membership; therefore, be it

Resolved, That we take this opportunity of expressing our pleasure at this showing and of registering our thanks to the above-named officials for their great help in the making of this organization an organization for which our State may be justly proud.

We also wish at this time to express our thanks and appreciations to the Frederick and Baltimore county schools for their interesting exhibits.

Resolved, That we again extend our sincere thanks to the Braddock Heights Colony for a second time inviting us to this delightful, picturesque and historic place for our meeting; to the Frederick Board of Trade; Frederick Railroad Company; Hotel Management; the Remington Typewriter Company and their assistants for their efficient and willing services, and to all others who have been instrumental in making our stay most pleasant and agreeable, that to the various speakers to our general meetings, including Judge Hammond Urner, Dr. P. P. Claxton, U. S. Commissioner of Education, Dr. Davidson, Superintendent of Washington City Schools, our own State Superintendent, Dr. M. Bates Stephens and those participating in the sectional meetings, of whom we would mention especially Miss Helen Gover and Miss Anna Brachhauser, and to all who took part in the program we extend our sincere thanks and appreciations for the profit, pleasure and inspiration received thereby. Finally, for the arrangement of the splendid program of this meeting, we would not be unmindful of our obligations and indebtedness to our executive committee, and especially to our retiring President, Prof. Earle B. Wood, for his fruitful efforts in making this one of the most enjoyable and profitable meetings in the history of the Association.

Respectfully submitted,

(Signed) J. B. NOBLE,
A. S. COOK,
MABEL PRICE,
Committee.

STATE TEACHERS' READING CIRCLE.

ORGANIZATION.

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed:

Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis;
Mr. J. Mont. Gambrill, Baltimore Polytechnic, Baltimore;
Miss Sarah E. Richmond, State Normal School, Baltimore;
Mr. H. H. Murphy, Principal High School, Reistertown;
Miss M. M. Robinson, Western Maryland College, Westminster;
Mr. Edward M. Noble, Superintendent of Schools, Caroline County, Denton;
Mr. B. K. Purdum, Assistant State Superintendent of Public Education, Annapolis;
Mr. Nicholas Orem, Superintendent Schools, Talbot County, Easton;
Miss M. W. Tarr, State Normal School, Baltimore,

a Board of Managers to manage and direct the State Teachers' Reading Circle and to carry out the provisions of the above Act. The Board of Managers is organized with Dr. M. Bates Stephens, *ex-officio*, chairman, and Miss M. W. Tarr, secretary.

CERTIFICATES AND TESTIMONIALS.

Certificates, countersigned by the Chairman and Secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the Secretary.

Testimonials, countersigned by the Secretary of the State Board of Education and the Secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the professional subjects and they will be accepted.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the Secretary of the Board of Managers named above and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the Secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the County Secretary or from Miss Tarr.

COURSES OF STUDY.

There are four courses of study outlined for the year 1911-12—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1911-12 must take the major course, Pedagogy, and, in addition, one of the minor courses—Literature, History or Science —prescribed for 1911-12.

READING COURSES FOR 1912-13.

The Board of Managers has selected the following books for 1912-13:

PEDAGOGY—''A Brief Course in the Teaching Process'', by George Drayton Strayer. Published by Macmillan Co., N. Y. Price, single copies, postpaid, $1.12; in lots of ten or more, carriage prepaid, $1.00.

High school teachers are permitted to make their study and prepare their theme from ''High School Education'', by Johnston. Published by Scribner. Price, single copy, $1.35, postpaid; in lots of ten or more, $1.20, express charges prepaid.

HISTORY—''The American Revolution'', by Leckey. Published by D. Appleton and Co., N. Y. Price 80 cents, in lots of ten or more.

ENGLISH—''Writing the Short Story'', by Esenwein. Published by Hinds, Noble and Eldredge, N. Y. Price, when shipped to teachers in small lots or single copies, 70 cents, subject to added postage. In quantities sufficient to supply an entire county circle, delivered in one package, freight is prepaid.

In connection with ''Writing the Short Story'' will be read ''The

World's Greatest Short Stories'' by Sherwin Cody. Published by A. C. McClurg and Co., Chicago. Price, 70 cents per copy.

SCIENCE—''Farm Boys and Girls'', by McKeever. Published by Macmillan Co., N. Y. Price, single copies, postpaid, $1.08; in lots of ten or more, carriage prepaid, 96 cents.

These prices are only on orders placed direct with the publishers.

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible, members are advised to purchase their books through the superintendent of their county, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's ''Art of Study.''
Barrett Wendell's ''English Composition.''
Shakespeare's ''Julius Cæsar'' and ''As You Like It.''
Scott's ''Nature Study and the Child.''

1902-1903.

White's ''The Art of Teaching.''
Matthew's ''Introduction to American Literature.''
Lowell's ''Vision of Sir Launfal'' and ''Commemorative Ode.''
Hodge's ''Nature Study and Life.''

1903-1904.

Shaw's ''School Hygiene.''
Bliss Perry's ''A Study of Prose Fiction.''
Scott's ''Ivanhoe.''
Andrew's ''Botany All the Year Round.''

1904-1905.

McMurray's ''The Method of the Recitation.''
Bliss Perry's ''The Study of Prose Fiction.''
George Eliot's ''Silias Marner.''
Andrew's ''Botany All the Year Round.''

1905-1906.

James' ''Talks to Teachers.''
Thackeray's ''Henry Esmond'' and ''Vanity Fair.''
Fiske's ''Critical Period in American History.''
Ball's ''Starland.''

1906-1907.

Seeley's "History of Education."
Chubb's "The Study and Teaching of English."
Hart's "Source Book of American History."
Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."
Chubb's "The Study and Teaching of English."
Bryant's "How to Tell Stories."
Spark's "The Men Who Made the Nation."
Hodge's "Nature Study and Life."

1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."
Colby's "Literature and Life in the School."
Browne's "Maryland. The History of the Palatinate."
Wright's "The Citizen Bird."

1909-1910.

Bagley's "The Educative Process."
Heydrick's "How to Study Literature."
Shakespeare's (a) "Merchant of Venice," (b) "Hamlet."
McMurray's "Special Method in History."
Pohn's "The Problem of Adapting History to Children in the Elementary Schools."
Allen's "Civics and Health."

1910-1911.

McMurray's "How to Study and Teaching How to Study."
Coman's "Industrial History."
Fisher and Cotton's "Agriculture for Common Schools."
Seward's "Narrative and Lyric Poems for Students."
Heydrick's "How to Study Literature."

1911-1912.

Briggs and Coffman's (a) "Reading in the Public Schools," (b) Kirkpatrick's "Fundamentals of Child Study."
Bruce's (a) "Daniel Boone and the Wilderness Road," (b) Coman's "Industrial History."
Arlo Bates' "Talks on Writing English," Second Series.
Sutherland's "Teaching of Geography."

CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1911-12.

CAUTION—Read the directions before writing, and follow them carefully and fully.

PEDAGOGY—Select either (A) or (B):

(A) "Reading in the Public Schools," by BRIGGS AND COFFMAN. Published by the *Rowe, Peterson Co., Chicago.* Price, single copies, 90 cents; in lots of ten or more, 81 cents per copy, express prepaid.

(B) "Fundamentals of Child Study," by KIRKPATRICK. Published by *Macmillan Co., N. Y.* Price, single copies, $1.12 postpaid; ten or more copies, $1.00 each.

(A) "Reading in the Public Schools," BRIGGS AND COFFMAN.

Candidates for credit in Pedagogy may fulfill any one of the following three options in a paper of not less than 2500 words:

1. Review the text and show wherein the authors have made contributions to educational procedure; or,

2. Outline a detailed course of study in reading for the elementary grades that will conform to the principles advanced by the authors; or,

3. Answer at least three of the following questions:

(a) What is the relation of phonic, word and phrase drill to reading for thought and expression?

(b) Discuss silent reading with special reference to aim, method and results.

(c) Dramatization—its value.

(d) Enumerate and comment on some characteristics of a good assignment in reading.

(e) Discuss the correlation of reading and construction work in the primary grades.

(f) Select some poem and illustrate the six steps involved in its use as a reading lesson. (Cf. p. 213.)

(g) Report any plan that you may have found successful for encouraging and directing outside reading. This may include a list of books and a description of the reports required.

(B) "Fundamentals of Child Study" by KIRKPATRICK.

Directions: Write upon any six of the topics given, or answer twenty (at least one from each chapter) of the questions designated by chapter and number.

Quote sparingly in your theme work and designate the quotations by the proper marks. The aim of the committee is not that the writer shall collect excerpts—though even this has a value—but that the writer has so appreciated the contents of the book that they have become a part of his mental self and he writes as one who thinks and reasons for himself.

1. Chapters I and III.
   The problem of the educator is to apply the right stimuli at the proper time, so as to produce the most perfect and rapid development according to the ideas of what is desirable.
2. Chapters IV and IX.
   Show that necessity and play are natural and valuable educators.
3. Chapter V.
   Describe the trial and success method, the imitation method, the reasoning method of learning; when may each be best used?
4. Chapter V.
   Show that our whole mental life—intellectual, emotional, volitional—is developed from our instincts.
5. Chapter VI.
   Intelligent training either for good or evil will be based on the individualistic instinct.
6. Chapter VIII.
   Classify the imitative acts of children; at what age and how may each be best used? Show the alues of each in the educative process.
7. Chapter X.
   Stimuli are effective according to the sensitiveness of the organism to them rather than according to their objective strength.
8. Chapter X.
   Show how unwise attempts to carry out the imperfectly understood doctrine on interest have developed intellectual laziness, and repugnance to effort.
9. Trace the development of the intellect as shown in Chapter XIV.
10. Chapter XVII.
    Name the laws of fatigue; what are the signs of fatigue; of abnormalities?
11. Chapter XVIII.
    What considerations should a teacher give to child study. Show how the knowledge obtained from the intelligent study of her pupils individually and in groups will make her more successful as a teacher, and more valuable as a member of the community.

QUESTIONS:

Chapter I, 6th.
" II, 5th.
" III, 8, 12.
" V, 7, 8, 10, 11.
" VI, 8, 9, 10, 18.
" VII, 4, 8, 10, 11.
" VIII, 3, 6, 7, 13.
Chapter IX, 7, 15.
" X, 1, 9, 12, 13.
" XI, 3, 9, 11, 12, 17.
" XII, 2.
" XIII, 10,12, 21.
" XIV, 1, 13, 17, 20.
" XVI, 3, 4, 5, 11, 13.

HISTORY—"Daniel Boone and the Wilderness Road," by BRUCE. Published by *Macmillan Co., N. Y.* Price, single copies, $1.00 postpaid; in lots of ten or more, 90 cents each. COMAN'S "Industrial History" which was on the list for last year, will also be retained for this course in order that teachers who wished to read it and did not take the historical course last year may do so. Published by *Macmillan Co.* Single copies, first edition, $1.00 postpaid; in lots of ten or more, 90 cents each.

TEXT: "Daniel Boone and the Wilderness Road," by BRUCE.

Subject: "Early Settlements in the Middle West and Their Place in American History."

Prepare a paper of 1500 to 2000 words on the subject specified. Among the topics that should be discussed are the following: motives that influenced people to move beyond the mountain barriers; routes and modes of travel; habitations, dress, food, and mode of living in the pioneer settlements; problem of the Indians; personal qualities developed by the conditions of frontier life; political methods and characteristics of the western people; some important leaders (say five or six) and their services; why the expedition of George Rogers Clark was important; influence of the West on the Nation. The discussion need not be limited to these particular topics, nor is it essential that all those mentioned be treated separately or in the exact order here given. They are suggestive and indicate some of the more important phases of the subject.

Please use sub-topics for the sections of your paper, and from time to time indicate the exact pages in Mr. Bruce's book from which your statements are derived. Write on one side of the paper only (using a medium size, say about 8 by 10 inches), and leave liberal margins. Be careful to make your meaning unmistakably clear.

TEXT: COMAN'S "Industrial History."

I. Write a paper on "Industrial and Economic Influences in American History," discussing the following topics:

(a) Influence upon colinization and colonial development.

(b) Industrial and economic aspects of the Revolution. Causes and consequences.

(c) Economic aspects of the war of 1812. Causes and consequences.

(d) Influence upon the westward movement of the populaton.

(e) Influence upon foreign immigration.

(f) Industrial and economic aspects of the Civil War. Causes and consequences.

(g) Industrial and economic influences in our political history.

II. Prepare carefully a topical outline of the contents of the paper required in I.

SCIENCE—"Teaching of Geography," by W. T. SUTHERLAND. Published by *Scott, Foresman & Co., New York.* Singles copies, delivered, $1.13; orders of 50 or more, F. O. B. New York, $1.00; on orders of 200 or more charges are prepaid.

For the course in Science one paper is required.

Use all of the following topics in a paper not to exceed 1,500 words on the subject "The Social Element in Geography."

(a) Important of physical conditions and their relationship to life.

(b) How the study contributes to rational citizenship.

(c) The instructor must be prepared to interpret local environment.

(d) The value of pertinnent problems in the presentations of the subject-matter.

(e) State fully the natural causes for the location of the City of Baltimore.

(f) Show how the keeping of a weather record enters into this discussion.

(g) The rational or causal element is the organizing principle.

(h, i, k) Make a complete topical outline of the contents of the paper required above.

ENGLISH—TEXT: "Talks on Writing English." Second Series, by ARLO BATES. Published by *Houghton, Mifflin Co., N. Y.* Price $1.00 express unpaid, if order in lots of ten or more.

For the course in English one of the following papers of not more than 1,500 words is required:

1. Wrte a theme as an example of Exposition on "Effective English Writing."

In this paper use freely as illustrations, quotations not found in text, from well-known authors.

2. Write a theme as an example of Narration on "My Experiences as a Teacher."

In this paper pay particular attention to the effective use of participles, gerunds, particles, parallel constructions, and figures.

3. Write a theme on a subject of your own choosing. In an explanatory note tell how you have worked out the author's views on Topic Sentence Point of View, Paragraphs, End and Beginning.

SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.

2. Write only on one side of the paper.

3. If possible, use paper about eight inches by ten inches in size.

4. Leave a margin at least an inch, for notes and critisms of the reviewer.

5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.

6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is averbatim report or reproduction of the book assigned for reading.

7. Do not roll or fold your manuscript. Mail it flat.

8. Criticisms when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the fault.

9. All themes should be handed in not later than September 1st, 1912. The Secretary will return rejected themes to the writer by November 1st, to be rewritten if the writer so desires. All themes will be returned to the writer by December 1st, 1912.

MISS M. W. TARR, Secretary,
MARYLAND STATE NORMAL SCHOOL, Baltimore.

EXTRACTS FROM SECRETARY'S ELEVENTH ANNUAL REPORT.

The following extracts from the Secretary's eleventh annual report to the Maryland State Teachers' Association will be of general interest:

The records for the year 1911-12 show an enrollment of 789, the membership being distributed as follows:

Allegany	2	Harford	20
Anne Arundel	0	Howard	10
Baltimore City	0	Kent	45
Baltimore County	0	Montgomery	76
Calvert	0	Prince George's	0
Caroline	71	Queen Anne's	80
Carroll	0	St. Mary's	0
Cecil	116	Somerset	1
Charles	0	Talbot	72
Dorchester	61	Washington	40
Frederick	0	Wicomico	135
Garrett	0	Worcester	60

CERTIFICATES AWARDED.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1909-10.

Ella Cann ..... Cecil County
Frances Cleaves ..... Cecil County
Ruth Powell ..... Wicomico County

COURSE OF 1910-11.

Caroline County.

Bertha Blades
Ethel P. Cade
Olivia M. Coffin
Lelia J. Cox
Inez Dever
Elizabeth S. Dukes
Hattie Dukes
Myrtle M. Dukes
Ethel B. Fletcher
Pauline Goslee
S. Grace Greenlee
Arthur S. Greenwood
Mary E. Gullette
Nellie C. Harris
Ella Harrison
M. Louise Higgins
J. Walter Huffington
Mrs. Mabel Knotts
Lora A. Lynch
Laura Melvin
Dora Noble
Cecille M. Parks
Emily C. Pearce
Mrs. Elizabeth Pippin
Dora Powell
Mildred Ramsdell
Muriel Ramsdell
Mary E. Raughley
Caroline P. Redden
Ethel C. Reese
Mary E. Reynolds
Elsie Lee Roe
Olivia P. Roe
Rebecca Satterfield
Susan Saulsbury
Margaret S. Schroeter
Bertha Shull
Clara B. Todd
Virgie A. Williams
Addie L. Wilson
Eva Wright

Cecil County.

Ethel DuHamell
Frances M. Cleaves
Evelyn T. Kimble
Helen S. Davidson

Dorchester County.

Ethel D. Tubman

Talbot County.

Henry Emerson Adam
L. Veda Barto
Lina Bridges
Sadie B. Bridges
Ethel Cooper
Bessie Gretzinger
Nannie I. Stevens
Erma B. Stewart

Wicomico County.

Minnie E. Anderson
Addie E. Bennett
Myra A. Bennett
Ruth Bennett
Mollie E. Betts
Irma Boston
Lulu Bounds
A. Mae Brittingham
Emma Caulk
Clara Culver
M. Grace Darby
L. Kate Darby
Marian S. Davis.
L. Cora Gilliss
Maude A. Graham
May Hamblin
Mary C. Hill
Nettie Holloway
Marian Ruth Insley
Mamie Jones
Gertrude Killiam
Ida C. McGrath
Edna Morris
Ida Morris
Inez Morris
Mamie Morris
Edna Owens
Blanche Owens
Alice M. Pollitt
Ruth Powell
Amy Grace Robertson
Anna M. Sheppard
Edith Shockley
Mary Cooper Smith
Nancy Hooper Smith
Morris L. Stier
Ida M. Taylor
Alice Toadvine
Mary E. Toadvine
Hettie W. Twilley
Nina Venables
Julia W. Waller
Lucy J. Walter
A. Edna Windsor
Mattie E. Windsor
Mary E. Wood
Elizabeth W. Woodcock
Lulu E. Wright
Sallie J. Clash
Thomas H. Truitt

TESTIMONIALS AWARDED.

The following persons having completed a three-years' course of reading, and having met the requirements of the Board of Managers, have been awarded a Testimonial Diploma:

Henry Emerson Adams.....Talbot County
L. Veda Barto .....Talbot County
Sadie B. Bridges.....Talbot County
Erma B. Stewart.....Talbot County

THEMES.

All themes are to be handed in not later than September 1st. The Secretary will return rejected themes to the writer by November 1st to be re-written if the writer so desires. All themes will be returned to the writer by December 1st.

SELECTION OF THE BOARD OF MANAGERS.

The Constitution of the State Teachers' Association adopted July 1st, 1910, contains the following provision:

"The President shall appoint a committee of nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom are to be appointed annually and to serve for three years."

As the terms of three members expire at this time—those of Mr. Orem, Mr. Noble and Mr. Murphy—it is necessary for this Association to appoint their successors.

Respectfully submitted,

M. W. TARR,

Secretary.

DECLARATION AND RESOLUTIONS

ADOPTED BY THE ACTIVE MEMBERS OF THE

NATIONAL EDUCATION ASSOCIATION

In Fiftieth Convention Assembled in Chicago, Illinois, July 10, 1912

The Undersigned Committee on Resolutions do hereby offer the following Declarations and Resolutions:

The National Education Association authorizes the Committee on Teachers' Salaries and Cost of Living to take all necessary steps for bringing its findings effectively to the attention of the Congress and the President of the United States, and urges the Committee to render assistance in the movement for an International Commission on the Cost of Living.

We reaffirm our belief in the public school house and the school play ground as social and recreation centers for the use of the school and the community under the control and direction of the school authorities.

We heartily approve of the effort of normal schools and colleges to credit toward graduation, work done in Biblical History and Biblical Literature, provided such work is done in compliance with the laws of the State, and provided all organizations are given the same opportunity to offer such work.

RESOLVED, That, in view of the fact that children are often innocent victims of our present unequal and unjust laws, the National Education Association favors a uniform federal law on all questions of marriage and divorce based upon an amendment of the Federal Constitution.

The Natonal Education Association urges the National Bureau of Education, and the school authorities of the various cities and States, to join in a well-directed effort for increasing teachers' salaries to the point where they will be commensurate with salaries in other professions and in commercial and industrial pursuits, and to join in the movement for more adequate pension laws for teachers in all grades of work.

We heartily endorse the comprehensive plan now before Congress for increasing the facilities in State Colleges of Agriculture and Mechanic Arts, State Normal Schools and Elementary Schools for training in Agriculture, Domestic Economy and other industrial work for the great mass of our people, through the public schools of the entire country.

The National Education Association again records its interest in the cause of World Peace which it regards as one of the great educational movements of the age. The Association especially calls attention to the helpful material prepared by the American School Peace League, which

is admirably adapted to the school program. The Association commends most highly the active interest taken by United States Commissioner Philander P. Claxton in disseminating information on the subject, especially in his publication of the Peace Day Bulletin.

The National Education Association regards the present attempt to establish compulsory military training in the schools of the country, not designed primarily for military training, as reactionary and inconsistent with American ideals and standards.

We believe that the time has arrived when Normal Schools and Teachers' Colleges should give adequate courses of instruction in sex hygiene, with the view, ultimately, of the introduction of similar instruction into the courses of study in the public schools.

The highest and best interests of education in all parts of the country, and the further development of all the agencies of education, both public and private, demand such support of the National Bureau of Education, as to enable it to perform in a more vital and effective way the functions for which it was created. We approve the plans of the Commissioner of Education for bringing together in the Bureau groups of competent men and women to study carefully and thoroughly the problems of rural education, city school administration, secondary education in public and private high schools, vocational education, school sanitation and hygiene, and higher education, including the education and training of teachers, and the work of the Colleges of Agriculture and Mechanical Arts.

We request and urge the Congress of the United States to appropriate for the use of the Bureau such sums of money as may be necessary to make the library of the Bureau more generally useful, and to make of the Bureau a clearing house for information on all subjects of common and public interest. In the efforts to make the statistical reports of the Bureau more complete and accurate, and to publish them more properly, we pledge the Commissioner the support of this Association, and urge all officials of educational institutions of whatever kind to give him their hearty co-operation.

WHEREAS: The great and grave responsibility of the teachers of our country is the training of the youth to realize the duties, rights and privileges of citizenship, and

WHEREAS: The ability adequately to accomplish this work demands not only the knowledge of the functions of citizenship, but also the right to exercise them, be it

RESOLVED, That the Association believes in and urges the granting of the right of suffrage to the women of the United States.

WHEREAS: In spite of the fact that our schools have met well the social and economic problems which have confronted us to date, there has been an ever-increasing demand by the public for greater practical proficiency on the part of our pupils of all ages and grades.

WHEREAS: Such liberal education has, in a measure at least, failed to meet this demand in the opinion of those who judge by results; and

WHEREAS: Many of our formerly well-accepted principles, as well as our educational traditions, are undergoing constant and rapid revision, as a result of the more recent scientific investigation and philosophic readjustments, be it

RESOLVED: That this Association places itself on record as favoring such changes in the courses of study in our elementary and secondary schools, together with such changes in methods of instruction as shall make it possible to assist the pupil in the ready application of such knowledge as he may acquire to actual life conditions.

WHEREAS: Most of our American vocations are laden with "misfits," due largely to lack of wisdom in the choice of a calling.

WHEREAS: Because of engaging in such ill-adapted occupations there exists a lack of enjoyment in work, appreciation of work, and efficiency in work, resulting in economic waste to both the work and the worker, and

WHEREAS: Other agencies than the public schools have failed to deal with this problem, be it

RESOLVED: That this Association earnestly urges upon the educational people of this country, as well as upon others who are engaged in social work, the necessity for definite progress along the line of vocational guidance for youth; and that such guidance be carried on under the direct control of a vocational advisor, or expert who shall be appointed by, and subject to, the control of a council of laymen in the several local communities; and be it further

RESOLVED: That the courses of study in our elementary schools be so enriched as to make it possible to discover the tastes, tendencies, and abilities of the child previous to the time when such vocational decisions are to be made.

WHEREAS: Vocational choice is inseparable from the several vocations to be pursued.

WHEREAS: The public schools have hitherto left these matters to the solution of the worker and the employer.

WHEREAS: The increasing demands of the occupations of the home, shop and farm are forcing upon local communities the necessity for some form of vocational training, and

WHEREAS: The United States in order to protect its population, by maintaining its vigor and morality; to change its large output of raw material into an output of finished product; to make it possible to fight not with armoured cruisers but with brains and skilled workmanship; and to maintain its commercial prestige; demands some form of vocational training, be it

RESOLVED: That this Association recommends to the Federal Government the passage of a law, under conditions clearly recognizing the autonomy of the States in adaptation to local conditions, carrying with it an appropriation sufficiently liberal to render possible its operation,

which law shall have for its end the ultimate improvement of the home, shop and farm through vocational training; that such aid be administered through the United State Bureau of Education, or a similar body; thence through the State Board of Control of each State to the several local Boards of Control in the several communities; and that such grants to such local communities and to such States be dependent upon actual results secured in such local communities and such States.

WHEREAS: There exists in this country more than 4,000,000 young men and young women, fourteen to eighteen years of age, who have been denied the privilege of either vocational guidance or vocational training.

WHEREAS: The only assistance which can be rendered to them, or to those somewhat older, is through systematic instruction in part time, continuation and evening schools.

WHEREAS: Besides reports resulting from the appointment of commission of child study in several of the States, and dscussions by students, there exists little definite knowledge of the needs of these persons of adolescent age, while attempts to solve the problems of their instruction are varied and uncertain, be it

RESOLVED: That this Association authorizes its President to appoint a committee of eleven members, made up of educators, employers, employees, and social workers, to make a special study of this whole question and to report to this Association at a future meeting; and that an appropriation of $500.00 be granted this committee for its work in connection with said report.

WHEREAS: The complete development of the individual depends primarily upon his health,

WHEREAS: The physical, social and moral welfare of the community depend upon the continued and permanent health of the citizens,

WHEREAS: The aesthetic interests of the youth are greatly enhanced by constant contact with the beautiful in nature and in life,

WHEREAS: Recent educational movements have recognized more and more the importance of the utilization of the play instinct in the child,

WHEREAS: It is our belief that insufficient consideration has been given this phase of school on the part of those who have the power to provide school grounds and school sites, and

WHEREAS: Such statistics as are available seem to establish the fact that the location of school buildings in large areas of open country enhance the value of land in the immediate vicinity, be it

RESOLVED: That this Association urges upon all school districts the importance of providing grounds in proportion to the size of the building, not less than a square rod for each child; such a school district park to provide a place for play, and instruction in gardening as well as a place of recreation for all living in the district.

Frequent and gross instances of lawlessness in all sections of our country impress on us the duty of increased attention to respect for law,

obedience to authority, and regard for the rights of others as fundamental principles of our social order.

"See to it that the commonwealth receives no injury," is the order of the day to every American citizen and particularly to every American teacher. Our instruction should be so organized and so infused with the spirit of altrusm that the ends of good citizenship may be increasingly realized in the products of the schools.

The President of the Association is hereby authorized and directed to enlarge the standing Committee for the Promotion of a National University; and the Board of Directors are hereby requested to make an adequate appropriation for the clerical and other expenses of this Committee.

The Board of Directors are also requested to print for use in promoting the movement for a National University, in a separate edition, the four addresses on this subject submitted at the general sessions of this Convention.

Respectfully submitted,

JAMES W. CRABTREE of Wisconsin, Chairman,
WILLIAM McK. VANCE of Ohio
FLORENCE HOLBROOK of Illionis
ROBERT J. FULLER of Massachusetts
WILLIAM M. DAVIDSON of District of Columbia
JOHN W. OLSEN of Minnesota.

Adopted by unanimous vote of
the Active Members in Session, July 10, 1912.

IRWIN SHEPARD, *Secretary.*

THE USE AND ABUSE OF THE CHILD SONG.

By Robert LeRoy Haslup,

Director of Music, Maryland State Normal School.

The topic—The Use and Abuse of the Child Song—no doubt, immediately recalls to your mind many experiences you have had with the singing in your school or class.

To many of you, there may not be a single new thought in this article, but even if you have used the Child Song properly, there is a satisfaction in comparing your own views with those of others.

Suppose we take up first the abuses of the Child Song.

Have you been properly prepared to undertake the leading of your pupils in the singing of any song—especially the Child Song? It does not mean by this that you should have passed a course at a Berlin or a Leipsic Conservatory in Music; but it does mean, Did you realize when you were at the Normal School the need of such a preparation, as you doubtless have encountered since you have entered upon the field of service? If you did not, you are assuredly, in a position to commit the first abuse of the Child Song.

Do not allow this to discourage you however, but see to it that you give this most difficult art most careful consideration.

Another abuse is—Do you use the proper judgment in applying the Child Song? Do you use it solely for its educational value, or do you use it for a recreative purpose? Some teachers are very thoughful of the appropriateness of songs of the seasons, celebrations, or holidays. This is commendable, but if the song is taught just at this time, do the children relish it, if it forced upon them at the close of a weary hour spent on some abstract subject or study? Patriotic songs must be learned by the children, but this is not what is meant by the use of Child Song. If this period of time is taken away from the Child Song, and they are deprived of its restful enjoyment ,then this should be considered one of the abuses—because the true Child Song has had a Work Song substituted for it.

There is another abuse of the Child Song which is not entirely due to the incompetence of the teacher; for, if the teacher has not the ability of making judicious selections of children's songs, the advice of one who has the required judgment should be sought. This faculty would embrace many requisites—of course, every teacher should be absolutely competent to be a judge of the character of the words, but do not forget

your own mood, temperament and taste. It might not be of the kind the children should have. This is a serious phase of our subject; for if they have the same conditions of the soul that you have, it might be profitable to the children if you would seek the advice of others, and compare judgments in spirit and life of the words. The reason this is mentioned here is, there are many Children's Songs, that have words of a deep esthetic nature that can only be understood by the adult mind.

One important requisite also, is to have ability to judge the character and quality of the music, because there is a tendency in these days to use the first element in music—rhythm, without intelligence. There are many songs that have rhythm, but have no sense in them. No evidence of the soul life—having in them only the animal. As public teachers of the youth of our State and nation, do be careful to fortify the coming men and women against the ingression of this serious tidal wave of the vulgar in music.

Our life is in the blood, and our nerves play such an important part upon the action of the heart—being keenly sensitive to all rhythmic sounds and pitches of intervals, that we should be careful with what kind of soul nutriment our young people are being fed. It is a criminal abuse of the true meaning of Child Song, to substitute for it one that is bound to injure and mar the inner life of one who is soon to encounter the warfare of life, and has been terribly weakened by this malicious nerve food—the inferior Child Song.

There are many other abuses, but it is best for us to view now the uses of the Child Song in our school.

We immediately think of the little tots in the first and second grades. What care we should use—the simply little word-thoughts, and songs with short and easy melodies. Some of them may have a natural ear for more than a simple melody; but the majority of them should be led along by graduation to the higher forms. Perhaps the first melody could be rhythmetically set to the words on tones all of the same pitch in a comfortable degree—say on F or G; the next melody to be composed on several intervals, and so on. This would be thorough ground work for perfect methodical progress, to be carried on step by step through all of the grades. The use here would be the proper preparation for future requirement; but above all, even the simplest of melodies could be so selected that children would be refreshed.

There are occasions when the Child Song should be used, purely for the little ones' enjoyment—giving rest and diversion, yet, at the same time, one could be chosen for the intent of ear training.

One of the careful considerations of a Child Song should be the age and temperament of the class. Songs with profitable knowledge, poems containing thoughts that would be so indelibly impressed, that the mind and heart would continue to sing them all through life, should be selected. If the words are so considered and the music to them pure, pleasing, simple and impressive, then teachers have instilled in the very

fibre of the child a spiritual essence that in after years will be revived—frequently giving suggestions that will reprove or strengthen their moral natures.

Another use would be for the Art of Singing—Every man and woman today would be able to get more contentment and satisfaction out of life, if their physical limitations had had attention when they were pupils in school. One of the greatest precaution comes right in here—that i sthe pitch of a song. No Child Song ought to be higher than an E flat, nor lower than a C—by no means above E natural, nor lower than B flat. A violinist can possess one of the most valuable Stradivarius in the world, and in a performance break one of the strings; but he can procure another one in any ordinary store in any village. It is different with the vocal cord, if it has once been marred or slightly injured, neither time nor skill even can ever truly repair it. So, much care should be used by the teacher in this regard in the use of a song.

Another use is, the attuning of our nature to the unconscious value of rhythm. This compels us to refrain from using songs that have not all of their verses alike metrically. To an acute ear for rhythm, this is a distraction, and prevents the proper enjoyment of a song. Only use such songs, each verse of which can be sung without patching it up with an extra syllable here and there—making confusion in the study and practice of it, and discomfort in the rendition.

In conclusion the Child Song should be selected with these thoughts in view: The absolute refusal of all deleterious words and music. The use only of those songs that can be methodically placed in their progress of development, and those that will be refreshing, with words that will sink deeply in their memories, so that circumstances in later years will revive them for strength and comfort.

The above may not have made you any wiser, but if it will cause you to do more thinking, and be more careful in your selection of songs; then the sole purpose of this article has been accomplished.

BE VERY WISE IN YOUR CHOICE OF A CHILD SONG.

NUCLEUS FOR A SCHOOL LIBRARY.

A LIST OF BOOKS FOR HOME AND SUPPLEMENTARY READING FOR PRIMARY AND INTERMEDIATE GRADE PUPILS.

The County Superintendents of Maryland held a meeting in Baltimore in December, 1908, and discussed the question of school libraries. The opinion prevailed that the average school library did not contain a sufficient number of books suitable to the interest and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the county superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the county superintendents. The books named in this list are all adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library whose books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their homes and supplementary reading.

1. "Work That Is Play" (Prim.), based on Aesops Fables, Gardner. A Flanagan & Co., 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co., 50 cents.
3. Horace Mann Primer (Prim.), Hervey & Hix. Longmans, Green & Co., 25 cents.

4. Stories of Colonial Children (Prim.), Pratt. Ed. Publishing Co., 40 cents.

5. Autobiography of Franklin (Int.), Ed. by Montgomery. Ginn & Co., 40 cents.

6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co., 30 cents.

7. Nature Stories (Prim.), Animals, Tame and Wild, Davis, Ed. Publishing Co., 40 cents.

8. Geography Primer (Prim.), Maryland Edition, Cornman and Gerson. Hinds, Noble & Eldredge, 50 cents.

9. Washington and His Country (Int.), Fiske. Ginn & Co., 60 cents.

10. Wander Book for Boys and Girls (Prim.), Hawthorne, Ed. Publishing Co., 40 cents.

11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co., 36c.

12. Natural Reader Primer (Prim.), Ball. Ginn & Co., 25 cents.

13. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.

14. History Primer (Prim.), Gerson. Hinds, Noble & Eldredge, 50 cents.

15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co., 50 cents.

16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co., 60 cents.

17. Tales and Customs of the Ancient Hebrews (Prim.), Herbst. A. Flanagan & Co., 35 cents.

18. Robinson Crusoe (Prim.), Godolphin. Ed. Publishing Co., 40 cents.

19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co., 60 cents.

20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co., 50 cents.

21. Great Americans for Little Americans (Prim.), Eggleston. American Book Co., 40 cents.

22. Story of Hiawatha (Prim.), Norris. Ed. Publishing Co., 30 cents.

23. American History Stories, Vols. I and II (Int.), Pratt. Ed. Publishing Co., 36 cents each.

24. The Jungle Book (Int.), Kipling. Century Co., $1.50.

25. A Child's History of England (Int.), Dickens. H. Altemus Co., 50 cents.

26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co., 35 cents.

27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath, 25 cents and 35 cents.

29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath, 40 cents and 50 cents.

31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. American Book Co., 50 cents.

32. Hans Anderson's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co., 40 cents.

33. Leaves From Nature's Story Book, Vol I (Prim.), Kelly. Ed. Publishing Co., 40 cents; Leaves From Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Publishing Co., 40 cents.

34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co. 25 cents.

35. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.

36. Twilight Stories (Prim.), Foulke. Silver, Burdett & Co., 36 cents.

37. Outdoor Secrets (Int.), Boyle. A Flanagan & Co., 35 cents.

38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co., 40 cents.

39. Black Beauty (Int.), Sewell. A Flanagan & Co., 30 cents.

40. Once Upon A Time Stories (Prim.), Hix, Longmans, Green & Co., 25 cents.

BOOKS FOR TEACHERS' LIBRARY.

ARNOLD. Waymarks for Teachers. Silver, $1.25.

BAGLEY, WM. CHANDLER. The Educative Process. Macmillan. $1.25.

———. Classroom Management. Macmillan. $1.25.

BALDWIN, JOSEPH. Elementary Psychology and Education. Appleton. $1.50.

———. Psychology Applied to the Art of Teaching. Appleton. $1.50.

———. School Management and School Methods. Appleton. $1.50.

BOONE, RICHARD G. Education in the United States. Appleton. $1.50.

BRADBY, H. C. Rugby School. Macmillan. $1.50.

BRYAN. The Basis of Practical Teaching. Silver.

BUTLER, NICHOLAS M. The Meaning of Education. Macmillan. $1.00.

COMPAYRE, GABRIEL. Intellectual and Moral Development of the Child. Appleton. $1.50.

CHUBB, PERCIVAL. The Study and Teaching of English. Macmillan. $1.00.

CLOW. Economics as a School Study. Macmillan.

COIT, STANTON. Ethics for Teachers. Macmillan. $1.00.

COMMITTEE OF SEVEN. The Study of History in Schools. Macmillan. 50c.

CRONSON, BERNARD. Methods in Elementary School Studies. Macmillan. $1.25.

DAVIDSON, THOMAS. The Education of the Greek People. Appleton. $1.50.

DE GARMO, CHARLES. Interest and Education. Macmillan. $1.00.

———. Principles of Secondary Education. Macmillan. $1.25.
Dexter, Edwin Grant. History of Education in the United States. Macmillan. $2.00.
Dewey, John. School and Society. University Press.
De Guimps, Roger. Life and Works of Pestalozzi. Appleton. $1.50.
Dutton, S. T. Social Phases of Education. Macmillan. $1.25.
Eckoff, Wm. J. Herbart's A B C of Sense-Perception. Appleton. $1.50
Findlay, J. J. Principles of Class Teaching. Macmillan. $1.25.
Fouillee, Alfred. Education from a National Standpoint. Appleton. $1.50.
Froebel, Friedrich. Education of Man. Appleton. $1.50.
———. Pedagogics of the Kindergarten. Appleton. $1.50.
———. Educational Laws. Appleton. $1.50.
———. Education by Development. Appleton. $1.50.
Harris, William T. Psychologic Foundations of Education. Appleton. $1.50.
Halleck, R. P. The Education of the Central Nervous System. Macmillan. $1.00.
Hamilton, Samuel. The Recitation. Lippincott.
Hanus, P. H. Educational Aims and Values. Macmillan. $1.00.
Herbart, J. F. Outlines of Educational Doctrine. Macmillan. $1.25.
———. A Text Book in Psychology. Appleton. $1.00.
Hinsdale, B. A. How to Study and Teach History. Appleton. $1.50.
Horne, Herman H. Psychological Principles of Education. Macmillan. $1.75.
Huey. Psychology and Pedagogy of Reading. Macmillan.
———. Philosophy of Education. Macmillan. $1.50.
Klemm, L. R. European Schools. Appleton. $2.00.
———. Higher Education of Women in Europe. Translation. Appleton. $1.00.
Locke, John. Thoughts on Education. Macmillan. $1.00.
Luckey. The Professional Training of Secondary Teachers in the United States. Macmillan.
McMurray, C. A. and F. M. The Method of the Recitation. Macmillan. 90 cents.
McMurray, Charles A. Special Method in the Reading of English Classics. Macmillan. 75 cents.
———. Elements of General Methods. Macmillan. 90 cents.
———. Special Method in Primary Reading and Oral Work. Macmillan. 60 cents.
———. Special Method in Geography. Macmillan. 70 cents.
———. Special Method in History. Macmillan. 75 cents.
———. Special Method in Elementary Science. Macmillan. 75 cents.
———. Special Method in Arithmetic. Macmillan. 70 cents.
———. Special Method in Language in the Eight Grades. Macmillan. 70 cents.

———. Nature Study Lessons for Primary Studies. Macmillan.

———. Type Studies from United States Geography. Macmillan. 50 cents.

MONROE, PAUL. A Text Book in the History of Education. Macmillan. $1.90.

MCLELLAN and DEWEY. The Psychology of Number. Appleton. $1.50.

MONTAIGNE. The Education of Children. Appleton. $1.00.

MORRISON, GILBERT B. The Ventilation and Warming of School Buildings. Appleton. $1.00.

OPPENHEIM, NATHAN. Mental Growth and Control. Macmillan. $1.00.

O'SHEA, M. V. Dynamic Factors in Education. Macmillan. $1.25.

PAIN,ER, F. V. N. A History of Education. Appleton. $1.20.

PAYNE. Public Elementary School Curricula. Silver. $1.00.

PAYNE, W. H. Rousseau's Emile; or, Treatise on Education. Appleton. $1.50.

PUTNAM. Manual of Pedagogics. Silver. $1.50.

PICKARD, J. L. School Supervision. Appleton. $1.00.

QUICK, ROBERT H. Essays on Educational Reformers. Appleton. $1.50.

REDWAY, J. W. The New Basis of Geography. Macmillan. $1.00.

ROWE, S. H. The Physical Nature of the Child. Macmillan. 90 cents.

SHAW, E. R. School Hygiene. Macmillan. $1.00.

SAUNDERS, THOMAS E. Management and Methods. Claude J. Bell Co., Nashville, Tenn.

SEELEY, LEVI. History of Education. A. B. Co. $1.25.

SHELDON, HENRY D. Student Life and Customs. Appleton. $1.20.

THORNDYKE, EDWARD L. Principles of Teaching. A. G. Seiler, N. Y.

THRING, EDWARD. Theory and Practice of Teaching. Macmillan.

WARE, FABRIAN—. The Educational Foundations of Trade and Industry. Appleton. $1.20.

WARNER, F. Growth and Training of the Mental Faculties. Macmillan. $1.00.

WELTON, J. The Logical Basis of Education. Macmillan. $1.00.

WILSON, LUCY J. W. Picture Study in Elementary Schools. Macmillan. 90 cents.

———. Domestic Science Manual. Macmillan. 90 cents.

ZIMMERN, A. Methods of Education in the United States. Macmillan. $1.00.

FOGHT, HAROLD W. American Rural School. Macmillan. $1.25.

FLESHMAN, ARTHUR C. Educational Process. Lippincott. $1.25.

MURPHY, D. C. Turning Points in Teaching. Flanagan. 75 cents.

MCMURRAY, FRANK M. How to Study. Houghton. $1.25.

BAILY, L. H. The State and the Farmer. Macmillan. $1.00.

BRIGGS and COFFMAN. Reading in Public Schools. Row, Peterson. $1.25.

BUCK, EDITH C. A Guide to the Teachers' Mastery. Parrott, Waterloo, Iowa. $1.00.

Brumbaugh, Martin G. The Making of a Teacher. S. S. Times Co., Philadelphia, Pa. $1.25.

Birdseye, Clarence F. The Reorganization of Our Colleges. Baker & Taylor Co. $1.75.

Brown, John F. The American High School. Macmillan. $1.25.

McKeever, Wm. A. Psychological Method in Teaching. Flanagan. $1.25.

Leonard, Mary H. Grammar and Its Reasons. Barnes. $1.25.

Keith, John A. H. Elementary Education. Scott Foresman. $1.00.

Key, Ellen. The Education of the Child. Putnam. 75 cents.

Draper, Andrew S. American Education. Houghton. $1.60.

Graves, Frank P. History of Education Before the Middle Ages. Macmillan. $1.25.

Gilbert, Chas. B. The School and Its Life. Silver. $1.00.

Gillette, John M. Vocational Education. A. B. Co. $1.00.

Adams, John. Exposition and Illustration in Teaching. Macmillan. $1.00.

Chamberlain, Arthur H. Standards in Education. A. B. Co. $1.25.

Seeley, Levi. Elementary Pedagogy. Hinds & Noble. $1.25.

———. School Management. Hinds & Noble, $1.25.

Scgard, John. Public School Relationship. Hinds. $1.25.

Eliot, Chas. W. Educational Reform. Century. $1.50.

Earhart, Lida B. Teaching Children to Study. Houghton. 75 cents.

Hall, G. Stanley. Aspect of Child Life and Education. Ginn. $1.50.

———. Youth, Its Education, Regimen and Hygiene. Appleton. $1.50.

Hughes, Edwin H. The Teaching of Citizenship. Wilde. $1.00.

Taylor, Jcs. S. Class Management. Barnes. 75 cents.

Hollister, Horace A. High School Administration. Heath & Co., Boston.

Jones, W. F. Principles of Education. Macmillan.

Partridge, G. E. The Nervous Life. Sturgis & Walton, N. Y.

Dutton & Snedden. Administration of Public Education in the U. S. Macmillan.

Cosgrove, Chauncey P. The Teacher and the School. Scribner's.

Chancellor, Wm. E. Class Teaching and Management. Harper's.

Kerschensteiner, George. Education for Citizenship. Rand MeNally.

Haskins, Fred. The American Government. Lippincott. 80 cents.

Kemp, E. L. History of Education. Lippincott. $1.25.

Garber, John P. Annals of Educational Progress. Lippincott. $1.25.

Grice. Home and School. Christopher Sower Co. 40 cents.

SOME RECENT BOOKS ON EDUCATION REVIEWED BY "THE INDEPENDENT" AUGUST 1, 1912.

Cyclopedia of Education. Edited by Paul Monroe. In five volumes. Vol. II. Chu-Fus. Macmillan. $5.

Evolution of Educational Theory. By John Adams. Macmillan. $2.75.

Outline of a Course in the Philosophy of Education. By John Angus MacVannel. Macmillan. 90 cents.

The School. By J. J. Findlay. New York: Holt & Co., 50 cents.

Education. A First Book. By Edward L. Thorndike. Macmillan. $1.25.

Genetic Philosophy of Education. By G. E. Partridge. New York: Sturgis & Walton. $1.50.

The Learning Process. By Stephen Sheldon Colvin. Macmillan. $1.25.

Experimental Pedagogy and the Psychology of the Child. By Ed. Claparede. Translated by Mary Louch and Henry Holman. Longmans, Green. $1.40.

Outlines of Educational Psychology. By William Henry Pyle. Baltimore: Warwick & York. $1.25.

The Individual in the Making. By E. A. Kirkpatrick. Boston: Houghton, Miffin. $1.25.

The Rational Memory. By W. H. Groves. New York: Cosmopolitan Press. $1.35.

Psychology of Conduct. By H. H. Schroeder. Chicago: Row, Peterson & Co. $1.25.

Fundamental Facts for the Teacher. By Elmer Burritt Bryan. New York: Silver, Burdett. $1.

Chapters from Modern Psychology. By James Rowland Angell. Longmans, Green. $1.35.

Social Aspects of Education. By Irving King. Macmillan. $1.60.

The School and the Home. By A. A. Berle. New York: Moffat, Yard. $1.00.

New Demands in Education. By James Phinney Munroe. Doubleday. $1.25.

Riverside Educational Monographs. Edited by Henry Suzzallo. Teaching of Primary Arithmetic. By Henry Suzzallo. 50 cents. Status of the Teacher. By Arthur C. Perry, Jr. 35 cents. Vocational Guidance of Youth. By Meyer Bloomfield. 60 cents. Boston: Houghton, Miffin.

Outlines of School Administration. By Arthur C. Perry, Jr. Macmillan $1.40.

American Secondary School and Some of Its Problems. By Julius Sachs. Macmillan. $1.10.

Montessori Method. By Maria Montessori. Translated from the Italian by Anne E. George. New York: F. A. Stokes Co. $1.75.

The Normal Child and Primary Education. By Arnold L. Gesell and Beatrice Chandler Gesell. Ginn. $1.25.

Agricultural Education in the Public Schools. By Benjamin Marshall Davis. Chicago: University of Chicago Press. $1.

Engineering as a Vocation. By Ernest McCullough. New York: David Williams Co. $1.

Thoughts on Education. Chosen from the Writings of Matthew Arnold. Edited by Leonard Huxley. Macmillan. $1.50.

The Century and the School and Other Educational Essays. By Frank Louis Soldan. Macmillan. $1.25.

Ideals and Essentials of Education. By William Wallace Stetson. Haverhill, Mass.: Chase Press. $1.50.

All the Children of All the People. A Study of the Attempt to Educate Everybody. By William Hawley Smith. Macmillan. $1.50.

Necessary Basis of the Teacher's Tenure. By Andrew Sloane Draper. Syracuse, N. Y.: C. W. Bardeen. 50 cents.

Rational Education. By Bruce Calvert. Griffith, Ind.: Open Road Press. 50 cents.

Outlines of the History of Education. By William B. Aspinwall. Macmillan. 80 cents.

The second volume of Professor Monroe's *Cyclopedia of Education* abundantly sustains the promise of the first, and assures us that when the work is complete we shall have in it an invaluable source of information on practically all matters concerning education. The range of topics is suggested by the first and last articles in the volume, the one being on "Church Attendance of Scholars" and the other on "Fusion," by Prof. C. H. Judd. The care which the editor has taken to secure contributions from the recognized authorities in the various fields gives the *Cyclopedia* a thoroughly representative character.

In the field of general educational theory several books have appeared during the year, among which *The Evolution of Educational Theory*, by Prof. John Adams, is notable as a work of ripe scholarship. Professor Adams has endeavored to formulate the great central problems and attitudes in man's thought about education, and to describe and account for their evolution. He begins by defining "The Nature and Scope of Educational Theory." Education is declared to be a "bi-polar process" in which person consciously influences person, either by direct contact or through the communication of knowledge. These distinctions serve to introduce the discussion of "The Data of Education." Here the author is concerned with the question of the relation of the learner or "educand" to the processes and agencies that educate. Heredity, the inheritance of acquired characteristics, social heredity, and the relation of childhood to education, are treated under this head. In the chapter on

"The Historical Aspect of Educational Theory," Professor Adams advocates the view that there is a genuine science of the history of educational theory.

Professor MacVannel (*Outline of a Course in the Philosophy of Education*) has at last published in book form an outline of his sound, wholesome and illuminating treatment of the philosophy of education. It is "an attempt to indicate some of the important lines along which educational reconstruction at the present time seems to be converging, and to suggest a method for the organization of educational ideas. The point of view is dominantly that of the idealist, but the contributions of evolutionary theory, of pragmatism and of modern sociological thinking to educational theory are clearly recognized.

In his little book on *The School* Professor Findlay has given us a readable and fairly comprehensive, though brief, survey of the origin, function and administrative control of this institution, its types, the character of its teachers, its pursuits and its corporate life. He also gives a sketch of the stages of growth in children. The book will be especially used to the general reader and to the teacher who wishes to get an introductory survey of the field of education, although its sanity and the wide knowledge of its author make its judgments and suggestions on various points well worth the attention of those versed in the study of this subject.

Professor Thorndike has intended his *Education* as an introductory book. It is that and more, for every chapter has much that will to most readers prove refreshingly original and suggestive. In the main the author is interested in the psychological and quantitative phase of educational investigation, and his sermon is everywhere, get the facts and state them with whatever accuracy statistical methods make possible. Among the newer investigations included in the book are the scale of merit in penmanship devised by Professor Thorndike himself, that of merit in English composition worked out by Professor Hillegas, the results of Dr. Stone's study of arithmetical abilities, those of Dr. Courtis on the same topic, a summary of the investigations regarding the elimination of pupils from school, and Dr. Coffman's stuudy of the composition of the teaching population.

Dr. Partridge has summed up, under the title, *The Genetic Philosophy of Education,* an account of the educational views of President G. Stanley Hall. The work has the sanction of Dr. Hall himself, and many will welcome a chance to get in compact and authorized form the gist of the many volumes and special articles he has written. The author has striven to preserve a little of Dr. Hall's style and manner as well as his ideas.

When we pass to the field of educational psychology, we note a number of books which attempt to summarize in text-book form the present status of this subject. Among these *The Learning Process,* by Professor Colvin, has been, perhaps, most successful in the United States. The author takes the functional point of view in discussing con-

sciousness, and treats successively "Instinct and Habit," "Sensation," "Perception," "Imagination," "Memory," "Association," "Transfer of Training," "Attention," "Interest," "Judgment and Reasoning." His discussion of these well-worn themes is enriched by much material obtained in comparatively recent investigations regarding the cultural and the educational significance of the mental powers concerned. Professor Hall's study of the perceptions of the child is supplemented by the results of Meumann and of a number of other Germann investigations on the same topic. The various experiments in reference to economy in memorizing are summarized. Stern's studies in regard to the testimony of children, the views of Jung and Freud on psycho-analysis, and the various investigations on formal discipline, receive attention from Professor Colvin. His book is, on account of these features, especially timely and useful.

Experimental Pedagogy, by Prof. Ed. Claparede, of Geneva University, offers a new title which many will hestitate to substitute for "educational psychology." The author is much interested in the analysis of the phases of child psychology and its applications to education. The earlier chapters of his book are devoted to a history of this science and a definition of its problems and methods. The main phases and factors in mental development are then outlined and the work concludes with an excellent summary of what is known about intellectual fatigue.

A briefer book, *The Outlines of Educational Psychology,* by Dr. Pyle, approaches the subject from the point of view of the instincts and their education, and concludes with an account of habit formation, memorizing and fatigue. It should prove a very useful introductory text in the subject.

Professor Kirkpatrick has in his book, *The Individual in the Making,* attempted, in contrast with his method in *The Fundamentals of Child Study,* to trace the development of the child's mind as a whole instead of discussing separately the various instincts and other phases of child life. The evolution of personality is traced from the original interests up through a pre-social stage, when persons are not clearly differentiated from things, through an imitative and socializing stage, an individualizing stage beginning at three years of age, a period of competitive socialization from the sixth to the twelfth year, a pubertal or transitional period, and later adolescence beginning at the eighteenth and ending at the twenty-fourth year. Professor Kirkpatrick's book is, as would be expected, replete with concrete data, and is a suggestive contribution of the study of child development. *The Rational Memory,* by W. H. Graves, gives some good advice regarding memorizing, but does not contribute anything new to our knowledge of the subject. Professor Schroeder's *Psychology of Conduct* is, as its complete title informs us, an application of the analysis of the leading motives in conduct to the problem of moral education. It shows a wide acquaintance with the history of philosophic opinion on its theme and constitutes an interesting and sane,

though not especially original, treatment of the vexed subject of moral education. Another wholesome book dealing with character building is *Fundamental Facts for the Teacher*, by President Bryan, of Colgate University. Professor Angell's *Chapters from Modern Psychology* consists of lectures delivered at Union College in 1911. In it he aims to familiarize a general, though educated, audience with the "principal features of psychology today." Physiological, experimental, abnormal, individual, applied, social, animal and genetic psychology are passed in review, and the problems of each are outlined in a clear and interesting manner with concrete illustrations of typical methods and results. To one who wishes to find out in a few pleasant hours what modern psychology is and does, this book can unhesitatingly be recommended.

In his *Social Aspects of Education* Professor King has incorporated a number of extracts from the writings of prominent people of the day upon the social life of the school and its relation to home, to vocation, and to social life and progress in general. The extracts are presented with introductions, comment, and a list of further references on the various topics treated. The book should prove very useful in courses on social education. Professor Berle shows us in his *The School and the Home* how to organize the intercourse of the child with the parent in the home so as to gain, not only several years in the time usually devoted to attain certain educational results, but also to make these results more effective than they usually prove. He holds that "the waste in the average American child's life is something simply astounding" and that "American education is one of the most wasteful things in the whole American organization." The reader of Professor Berle's book must conclude that "efficiency engineering" has an inviting field in home education, although many will continue to wonder whether in the long run the subjects of such culture as our author and Dr. Sidis advocate will profit as much as their early rapid progress suggests. Another valuable discussion of the theme of educational efficiency is Mr. James Phinney Munroe's *New Demands in Education*. He finds our schools prone to cram the mind with uninteresting, unrelated, and useless facts, instead of studying the child with a view to developing health, rounding out character, advising about and training for a vocation, and preparing for appreciative and intelligent participation in social life.

The Riverside Series of Educational Monographs has added during the year *The Vocational Guidance of Youth*, by Meyer Bloomfield, director of the Vocation Bureau of Boston; *The Status of the Teacher*, by Dr. Arthur C. Perry, and *The Teaching of Primary Arithmetic*, by Professor Suzzallo. Mr. Bloomfield's book gives a convincing demonstration of the need of vocational guidance, together with valuable experience in regard to the best methods of affording it. Professor Suzzallo has presented in brief survey what is probably the best account we have of the aims, the tendencies and the methods in the teaching of elementary arithmetic. To this he has added critical comment that must make of his monograph an

exceedingly valuable guide in the field. Dr. Perry points out the ambiguous and unsatisfactory nature of the position of the teacher and the need of better defining his authority and responsibility, and thus establishing more clearly his professional character.

The American Secondary School, by Professor Sachs, discusses the qualifications, the personality and the methods of the good secondary teacher, the history and present problems of public high schools and private secondary schools, and the question of the true function of secondary education. The book deals with very concrete details and is conservative in tone.

The public interested in the improvement of elementary education will welcome the authorized translation of Madame Montessori's book on *The Montessori Method.* This comprehensive account of the discipline, the didactic material, and the specific methods in use in the "Houses of Childhood" will be very useful even to those who have had the good fortune to observe in person Dr. Montessori's remarkable work. Another book that should prove valuable to the primary teacher is *The Normal Child and Primary Education,* by Professor and Mrs. Gesell. The authors have based their treatment of the pedagogy of the primary school on considerations drawn largely from biology and genetic psychology. The book is wholesome and suggestive.

Among the monographs on special phases of education that deserve attention are *Agricultural Education in the Public Schools,* by Professor Davis, and *Engineering as a Vocation,* by Ernest McCullough. The former work will prove a very useful reference book on what has been and is being done in the secondary and elementary schools in the field of instruction in agriculaure. Mr. McCullough gives good advice to those who are thinking of becoming engineers or have already entered upon the training or practice of this profession. *Thoughts on Education,* from the writings of Matthew Arnold; *The Century and the School,* by Superintendent Soldan, and *Ideals and Essentials in Education,* by Superintendent Stetson, are collections of views and addresses that will prove of value to the educational biographer or historian. Mr. W. H. Smith's *All the Children of All the People* is a demand for a greater variety in educational methods to suit the infinite variety in individual capacity. Many of the author's ideas are sensible enough at bottom, but his earnestness leads him sometimes into extravagant statements.

LESSON PLAN—HISTORY.

Fifth Grade.

Submitted by Miss Anabel Wood, critic teacher, State Normal School, Harrisonburg, Va.

TOPIC—THE LEWIS AND CLARK EXPEDITION.

Phase of Subject.

The Building of the West.

Text.

McMaster's Primary History of United States.

References.

Barnes' Brief History of U. S.
Montgomery's.
Steven's.

Material.

Maps and Charts.
Pictures.
Story Books.
Sand Table—Make representations of Louisiana Purchase in sand, and mark out route of Lewis and Clark.

Outline of Points.

1. Interest manifested by Congress.

2. Expedition.
   (a) By whom led.
   (b) At what time.
   (c) Number of men.

Introduction: We have been reading about the Louisiana Purchase and how the United States acquired so much territory, so now we are going to see what it led to.

What question did Congress ask about this new possession? Why? As a consequence of this what expedition was sent out?

Aim: We want to find out why the expedition was made and how our country was benefitted by it.

Presentation of Points.

What did Congress ask the President to do in regard to the new section? Why? Who was President? What answer was given? Do we hear miraculous stories today about unexplored regions? And do we accept them. What step did Congress then take?

Why is it called The Lewis and Clark Expedition? Do you know any thing about these men? Why do you suppose they were selected? When did the Expedition start and how many men were in the party?

(d) Place of starting. From what town did they start? Can you describe St. Louis as it was at that time? How did the expedition proceed from St. Louis?

(e) "Gates of Rocky Mountains." What city now stands at the "Gates of the Rock Mountains"? Why did the men call the place by this name? How far had the men traveled since May 14 (1804)? How long had they traveled? Can you imagine the scene?

(f) The guide. What people did they find in this section? Can you imagine the little Indian girl guiding the expedition across the mountains? Do you think she would make a good guide? Why?

(g) Stream flowing westward. What stream did they reach? (Jefferson.) Why were they glad to find it? Was it navigable? What river did they finally enter? How did they get over the rapids and falls? Why could they not see the Pacific at first? Cause of fogs there? Who had discovered and named the river before this time?

1. Name.
2. Current.
3. "Snake" or Lewis River.
4. Fog.
5. Columbia.
6. Pacific Ocean.

(h) What Capt. Gray's exploration gave us in 1772. Can you tell something about Captain Gray's exploration? Why did he name the river Columbia?

3. Return of Expedition. When did the explorers return to St. Louis? How long had they been on the trip? Why had it taken so long? What means of travel had they? Do you think you would have enjoyed it?
   (a) Time spent on expedition.
   (b) Number of miles traveled.
   (c) How they traveled.
4. Results of Expedition. What were the results of this expedition? What did our country gain by it? Do you think the results compensated for the expenses and fatigue of journey? What has grown out of this?
   (a) Unlimited natural wealth of section.
   (b) Fabulous wonders of "Far West."
   (c) Claim of Oregon territory (most important result).
   (d) Population of West.

5. John Jacob Astor's trading post.	Who established a (fur) trading post five years later? For what did he name it? Where was it located?
6. Summary.	Let us select the most important facts of this lesson.
7. Assignment.	Would you like to know how these people managed, and their customs of living? Let us find out for our next lesson how the swarm of settlers made homes and secured their land. We had one President born in a frontier nome. Tell me who, and something about his life tomorrow. Also tell me why we like to study about these primitive times.

HISTORY.

"What is history"? "History is a record of past events." We have here our first question and answer when we took up the study of a text on the subject of history. It influenced our attitude toward the subject. History lessons were given that we might memorize those events, and beyond such conning and remembering there was but little else to the history lesson. History is a record of events (not happenings) and these events are the results of causes. "Cause and effect are as inseparable in history as are sunlight and shadow in the material world." History is not merely a study to develop the memory but when presented properly it trains the imagination and judgment and takes rank with the leading school subjects. By a knowledge of the past we judge the future and pupils must look through and beyond the historical facts or story of known conditions and find the unknown quantities of the future. The study of history must not degenerate into an exercise for collecting and memorizing a mass of useless and unrelated facts; knowledge of the passage of the Toleration Act in 1649 in itself is useless. It must be related to a large knowledge-whole and the pupil who sees no such relations, who does not know what lead up to and what folowed such legislation gets no development from a mere memorizing of the date. History, as we are now learning, is one of the biggest of subjects and should be so presented as to arouse and develop good language, love of country, love of our fellowmen, a recognition of universal brotherhood of man, love of doing right, as well as drilling the memory.

It is the purpose of the Department of Education to present in the Teachers' Year Book annually some helps and suggestions for teaching a particular school subject. In the present pamphlet we append the report of a committee appointed by the Maryland History Teachers' Association and earnestly commend its timely and valuable suggestions to the careful perusal and consideration of every teacher and school official.

—*State Superintendent.*

BRIEF REFERENCE LISTS IN AMERICAN HISTORY FOR TEACHERS IN ELEMENTARY SCHOOLS.

INTRODUCTION.

No attempt is made in the following lists of books to include the most important works as a scholar would rate them. The lists have been made expressly for the assistance of the teacher in the elementary school, who has usually had but little training in the subject, who must teach everything else in the course and cannot specialize in any one field, who has scant library facilities if any, who seldom knows what books to buy for herself or for the school library even when funds are available for the purpose. Of course the lists are also for the assistance of the superintendent who desires to promote the efficient teaching of history, but may not know just what to get in this special work.

It cannot be insisted upon too emphatically that good history teaching is absolutely impossible unless the teacher has access to at least a few good books, and will use them. The "family" and "pictorial" histories, usually sold by agents, are seldom worth having or reading, and purchases should be made only upon competent advice. The following lists are an attempt, within modest limits, to give such advice, and to point the way to much more information of the same kind where it is needed.

We fully recognize that the teacher of whom we speak will seldom if ever have either time or opportunity to read all the books even in these brief lists, nor is it necessary that she should do so. We have attempted to touch, however lightly, all parts of the field that are likely to be studied at this period of school work; but the information given about the different books renders selection easy. Still further to simplify the matter, however, we have indicated the books which might wisely be purchased first if only very small sums of money are available. Care should be taken to obtain the latest revisions, and it should be borne in mind that the prices given here are publishers' list and in most cases are subject to discounts from dealers. Publishers themselves are always glad to send descriptive circulars giving information about their books, and teachers who are interested in any of the larger series referred to in this list should write for circulars giving full list of titles and authors. Teachers who have access to a public library will of course find the lists we give of special value, since they will be guided to some of the larger and more expensive lists which neither they nor their school might be able to buy.

But whatever the circumstances, it must always be remembered that the textbook, however excellent, is never in itself sufficient; to do work that is worth while at least a few good books of a different character must be used.

GENERAL AIDS.

BIBLIOGRAPHY.

ANDREWS, C. M., GAMBRILL, J. M., TALL, LIDA L. *A Bibliography of History for Schools and Libraries.* 224 pp. 1910. 60c. net. Longmans.

This is the first carefully-arranged and critically-annotated bibliography that has been prepared for schools; the *Elementary School Teacher* calls it "one of the most important books recently published in the field of history," while the *History Teacher's Magazine* says "it is of unique value and should be in every school library." These comments suggest the importance that competent authorities attach to selected and critically appraised titles for the guidance of those who may have the purchasing of books on history for schools. This volume covers not only the American field, but the whole range of the subject so far as schools are interested, as well as books on the teaching and study of history. It may therefore be used to supplement the brief lists that follow, and except for books of the last two years (1911-1912) will furnish all the assistance needed for the purchase of larger school libraries or county circulating libraries. The sections—Historical Stories for the Elementary School, and Stories for Children Preparatory to History—provide lists of books for children that will be of practical value to all elementary school teachers.

ATLASES.

SHEPHERD, W. R. *Historical Atlas.* 1911. $2.50 net. Holt.

By far the best historical atlas in English. The beautifully colored maps, over two hundred in number, were printed in Germany and are superior to any work of the kind done in this country. They are exceptionally accurate and cover the whole range of history from the ancient Orient to the Panama canal. The subjects are not merely political, but also ecclesiastical, social, and economic. An elaborate index, nearly three hundred columns of small type, renders the entire contents readily accessible.

MAC COUN, TOWNSEND. *An Historical Geography of the United States.* Revised edition. 1901. 90c. Silver.

Contains forty-six colored maps, about 4½ by 5½ inches in size, extending from the era of discovery to 1900. Accompanied by explanatory text.

If there is very little money to be expended for historical atlases, three numbers of the admirable "Everyman's Library" may be obtained

at the regular price of thirty-five cents. Dutton. The Atlas of Classical Geography is well indexed and is adequate for all ordinary references from ancient history. The Literary and Historical Atlas of Europe contains 130 maps, 96 in colors, with index and gazetteer. The Literary and Historical Atlas of America contains 100 maps and plans, 73 being in colors, with index, gazetteer, and eight pages of North and South American coinage.

HISTORICAL FICTION.

BAKER, E. A. *History in Fiction.* 2 vol. 1907. 75c. per vol. Dutton.

NIELD, JONATHAN. *Guide to the Best Historical Novels and Tales.* Revised edition. 1911. $2.00. Putnam.

These two volumes are greatly superior to any others in the field. Nield has been more careful in matters of detail; he arranges his titles by centuries, showing author, publisher, and subject in parallel columns. Baker's annotations are considerably longer and are sometimes critical, and he arranges his titles by countries and periods. Both are well indexed.

HISTORICAL MATERIAL FOR THE ELEMENTARY SCHOOL.

Report of the Committee of Eight of the American Historical Association on the Study of History in Elementary Schools. 1909. 50c. Scribners.

Gives the results of four years of study by a commission of scholars and educators. Includes a detailed course of study by grades, reading lists, typical study outlines, a discussion of the preparation of the teacher, etc. Very important as the first comprehensive and carefully prepared course worked out by a representative committee, and one that bids fair to influence strongly the elementary courses of study throughout the country.

JOHNSON, HENRY. *The Problem of Adapting History to Children in the Elementary Schools.* 1908. 30c. (paper, 60 pp.) Columbia University Press, New York.

An admirable monograph. The author is a careful scholar and at the same time a practical teacher of children. He writes in a very interesting manner, and gives concrete illustrations of his points.

AMERICAN HISTORY.

GENERAL WORKS.

There are only a few histories of the United States that combine brevity, cheapness of price, readableness, and accuracy. The following are the best:

ELSON, H. W. *History of the United States.* 1904. $1.75 net. Macmillan.

This volume contains about 1000 pages. It is based on reliable authorities, is entertainingly written, and supplied with a number of maps. Among the helpful features are a good table of contents, chronological tables, "notes" containing interesting anecdotes and information, several pages of bibliography, and a full index.

Epochs of American History. Edited by A. B. Hart. 3 vol. $1.25 per vol. Longmans.

THWAITES, R. G. *The Colonies,* 1492-1750. Revised edition, 1910.

HART, A. B. *Formation of the Union.* Revised edition. 1909.

WILSON, WOODROW. *Division and Reunion,* 1829-1909. Revised edition. 1910.

The volumes of this series, which may be bought separately, are widely used in American colleges. All are scholarly and well written. The volume by Thwaites is the best short account of the colonies; that by Wilson is notable for lucidity and fair and impartial handling of sectional differences. Excellent bibliographies are prefixed to the chapters in each volume. The revised editions should be used.

Of the larger general histories, the best is *The American Nation,* in 27 vol., edited by A. B. Hart ($2.00 net per vol., Harper). A complete list may be obtained from the publisher. It is a co-operative work, written by specialists in the several fields, and most of the volumes are well written. Each is equipped with maps. Edward Channing is preparing a History of the United States (8 vol., $2.50 per vol., Macmillan), of which two vol. are ready, that may be recommended for schools.

THE COLONIES.

CHEYNEY, E. P. *European Background of American History.* (American Nation series.) $2.00. Harper.

This exceedingly useful book brings together material that would not otherwise be accessible without the searching of many volumes. It gives a good account of trade conditions in Europe and Asia during the later Middle Ages, the important work for discovery done by the Italians and Portuguese, political institutions of European countries, the colonizing companies, the Protestant Reformation and the religious wars, etc.

SMITH, HELEN A. *The Thirteen Colonies.* 2 vol. (Story of the Nations series.) 1901. $1.50 per vol. Putnam.

FISHER, S. C. *Men, Women and Manners in Colonial Times.* 2 vol. 1898. $3.00. Lippincott.

An entertaining account of life in all sections of the English colonies. Illustrated.

EGGLESTON, G. C. *Our First Century.* Life in the Eighteenth Century. 1905. $1.20 each. Barnes.

Brief, popular accounts, based on reliable authorities, of the founding and growth of the English colonies. Special attention given to the life of the people.

PARKMAN, FRANCIS. *The Struggle for a Continent.* Edited from the writings of Parkman by Pelham Edgar. 542 pp. 1902. $1.50. Little.

Parkman is classic both as history and as literature. His brilliant and picturesque narratives furnish delightful reading for both teachers and older pupils, and it will be fortunate if some of his complete volumes are available (complete list may be had from Little). Mr. Edgar's excerpts are connected by notes. There are maps and illustrations.

The works of John Fiske ($2.00 per vol., Houghton), though sometimes neglectful of important phases, are on the whole reliable and are written in a clear and conversational style that makes them very easy to read. They can be strongly recommended for school use. The following deal with the colonial period: *Discovery of America* (2 vol.), *Beginnings of New England, Old Virginia and Her Neighbors* (2 vol.), *Dutch and Quaker Colonies* (2 vol.), *New France and New England* ($1.65 net).

Alice Morse Earle's numerous works on life in colonial times contain much of interest and value for the work of the elementary school. The two most useful for this purpose are *Home Life in Colonial Days* (Grosset & Dunlap, 75c.) and *Child Life in Colonial Days* (Macmillan, $2.50).

THE REVOLUTION.

LECKY, W. E. H. *The American Revolution,* 1763-1783. $1.25. Appleton.

Made up of chapters from the author's *England in the Eighteenth Century* edited by Woodburn in 1898. The work of an English scholar, it is accurate and temperate, but does not give an adequate view of American institutions.

HOWARD, G. E. *Preliminaries of the Revolution,* and VAN TYNE, C. H., *The American Revolution,* both in the American Nation series ($2.00 each, Harper), together constitute an excellent history of the Revolution. Fiske's *American Revolution* (2 vol., $4.00, Houghton) is very interesting and is supplied with a number of clear sketch plans of battle fields; it does not present adequately the loyalist point of view.

THE CONFEDERATION AND THE FRAMING OF THE CONSTITUTION.

The two best works for schools are:

FISKE, JOHN. *The Critical Period of American History,* 1783-1789. $2.00. Houghton.

MCLAUGHLIN, A. C. *The Confederation and the Constitution.* (American Nation series.) $2.00. Harper.

THE NATIONAL PERIOD.

There are several standard works dealing with the several divisions of this period, but most of them are too expensive to be obtained by most schools and too long to be read fully by the teacher who is responsible

for all the subjects in the course. The following cover the period, and will be extremely useful for reference if they should be accessible:

McMaster, J. B. *History of the People of the United States.* 8 vol., 7 pub. 1883-1910. $2.50 net per vol. Appleton.

Written in an interesting style, dealing especially with social, economic and political phases. Carries the story from the close of the Revolution nearly to the Civil War.

Rhodes, J. F. *History of the United States,* 1850-1877. 7 vol. 1893-1895. $2.50 net per vol. Macmillan.

Andrews, E. B. *United States in Our Own Time,* 1870-1903. 1903. $5.00. Scribner.

The best single-volume accounts of the shorter divisions of the period are those in the American Nation series. Walker's *Making of the Nation,* 1783-1817, is well written and suited to use in schools (1895, $1.00. Scribner). Channing's *United States of America,* 1765-1865, is a good brief account.

HISTORIES OF SECTIONS.

Hinsdale, B. A. *History of the Old Northwest.* Revised edition, 1899. $1.75. Silver.

An excellent account, extending from colonial times to the nineteenth century, of the region bounded by the Ohio, the Mississippi, and the Great Lakes.

Bruce, H. A. *Daniel Boone and the Wilderness Road.* (Stories from American History.) 1909. $1.50. Macmillan.

An interesting account of the Middle West, Kentucky and Tennessee, giving the story of the early settlements and growth to the opening of the national period.

Hosmer, J. K. *A Short History of the Mississippi Valley.* 1901. $1.20 net. Houghton.

A brief account of the prehistoric Indian occupants, the coming of the Europeans and their early struggles, the control of the United States, and the progress of the nineteenth century.

Paxson, F. L. *The Last American Frontier.* (Stories from American History.) 1910. $1.50. Macmillan.

A careful and interesting study of the progress of settlement from the Mississippi to the Pacific.

Brown, W. G. *The Lower South in American History.* 1902. $1.50 net. Macmillan.

MARYLAND.

Browne, W. H. *Maryland: The History of a Palatinate.* Revised edition, 1904. (American Commonwealth series.) $1.25. Houghton.

Unusually well written and based on extensive study of original sources of information. Much the larger part of the books is devoted to the colonial period.

MERENESS, N. D. *Maryland as a Proprietary Province.* 1901. $3.00 net. Macmillan.

A very scholarly topical study of the political and institutional history of colonial Maryland.

MILITARY AND NAVAL.

HITCHCOCK, RIPLEY, Editor. *Decisive Battles of America.* 1909. $1.50. Harper.

Very similar in plan to Creasy's *Fifteen Decisive Battles of the World.* Gives accounts of the most important contests from colonial times to the Spanish-American War. Among the contributors of the several chapters are a number of well-known scholars. Numerous maps, plans and pictures, and an excellent index.

GREENE, F. V. *The Revolutionary War.* 1911. $2.50 net. Schibners.

A well-written and reliable account by a general in the American army. It reproduces the beautiful and accurate series of colored maps and battle plans—by far the best available—from Avery's *History of the United States.*

DODGE, T. A. *A Bird's-Eye View of Our Civil War.* 1897. $1.00 net. Houghton.

The best brief military history of the Civil War. Author served in the war, and is an authority on military history. The book is free from offensive partisanship. Forty-seven maps and plans, and glossary of terms.

CLARKE, G. R., and others. *A Short History of the United States Navy.* 1911. $3.00 net. Lippincott.

Accurate, impartial, and vivid, with numerous illustrations and maps and diagrams. The authors are instructors in the U. S. Naval Academy. A six-page topical bibliography and a good index are included.

J. R. Spear's *History of the United States Navy* (1898, $1.50 net, Scribners) is a satisfactory work. F. S. Hill's *Romance of the American Navy* (1910, $2.50 net, Putnam) is especially suitable for schools; the story is vividly told, well-proportioned, and accurate, and is supplemented by about fifty full-page illustrations.

ECONOMIC, INDUSTRIAL AND POLITICAL.

COMAN, KATHERINE. *Industrial History of the United States.* Revised edition, 1910. $1.25 net. Macmillan.

Numerous illustrations, maps, charts and a bibliography.

WEBSTER, W. L. *General History of Commerce.* 1903. $1.40. Ginn.

Tells the story of commerce from ancient times to the twentieth century. Much attention is given to American commerce, and the chapters on early modern commerce are of special value for understanding the discovery of America and the colonial period. There are nineteen excellent maps (most of them in colors), and ten full-page pictures showing historic types of vessels, beginning with ancient Tyre. Well-chosen references are appended to the chapters.

JOHNSTON, ALEXANDER. *Hisory of American Politics.* Revised edition, 1902. 80c. net. Holt. (Revised and enlarged by W. M. Sloane and W. H. Daniels.)

A standard short account. J. A. Woodburn, *Political Parties and Party Problems in the United States* (1903, $2.00, Putnam) is an excellent manual.

GEOGRAPHY AND GEOGRAPHICAL INFLUENCES.

SEMPLE, ELLEN C. *American History and Its Geographical Conditions.* 1903. $3.00 net. Houghton.

Explains the influence of physiography upon migrations, settlements, and social and industrial progress. Interesting and scholarly. Numerous maps.

BRIGHAM, A. P. *Geographic Influences in American History.* 1903. $1.25. Ginn.

A valuable work, by a geologist, dealing with the relations of topography, climate, and soils to industry and history. An admirable shorter volume, easy enough for grammar-grade children, by the same author, is *From Trail to Railway Through the Appalachians* (188 pp., 1907, 50c. Ginn); roads and the westward movement are discussed from the viewpoint geographical and historical relations.

GANNETT, HENRY. *Boundaries of the United States.* Third edition, 1904. 25c. paper. U. S. Geological Survey. For purchase, address Superintendent of Documents, Washington, D. C.

A complete history of the boundaries of the United States and of every State, with numerous charts and maps. Fully indexed. Can sometime be obtained free from a member of Congress.

MISCELLANEOUS.

SPARKS, E. E. *Expansion of the American People.* 1900. $1.50. Scott.

An interesting story of the expansion of the American people from the Atlantic to the Pacific, with much information about life and customs. The numerous illustrations are exceptionally useful, many being reproduced from contemporary prints.

SPEARS, J. R. *Story of the American Merchant Marine.* 1910. $1.50 net. (Stories from American History) Macmillan.

An account of this interesting and important phase of our history from colonial times to the present. Sixteen illustrations.

DOCUMENTS AND "SOURCES."

HART, A. B. *Source-Book of American History.* 1899. 60c. net. Macmillan.

This volume of 408 pages contains a large amount of material for

the price at which it is sold. It begins with a letter of Columbus on the voyage of discovery and continues to 1898. The use of such material as this will greatly increase the teacher's mastery of the subject, and will provide much of interest that can be read to the older pupils.

HILL MABEL. *Liberty Documents,* 1100-1899. 1901. $2.00. Longmans.

Selected Constitutional documents, such as Magna Charta, the Habeas Corpus Act 1679), the Bill of Rights (1689), Declaration of the Stamp Act Congress, the Ordinance for the Northwest Territory (1787), the Supreme Court Decision in the case of McCulloch vs. Maryland (1819), and others from both English and American history. Each document is accompanied by comments of contemporary writers and of modern historians. Full table of contents, marginal topics, and index.

MACDONALD, WM. *Documentary Source-Book of American History.* 1908. $1.75 net. Macmillan.

Contains 167 official documents beginning with the first Virginia charter (1606) and ending with the Treaty of Paris (1898) that closed the war with Spain. It will be observed that this volume and Hart's Source-Book supplement each other, neither including the sort of material comprised in the other.

American History Leaflets. Edited by A. B. Hart and Edward Channing, 10c. each, paper. Parker P. Simmons, New York.

About 40 numbers, including both official documents and other classes of original material.

Old South Leaflets. Edited by Edwin D. Mead. 5c. each. Old South Meeting House, Boston.

About 200 numbers, representing all sorts of original material, with brief notes. Each leaflet about 16 pages.

HARDING, S. B. *Select Orations Illustrating American Political History.* 1909. $1.25. Macmillan.

Thirty-four orations beginning with Otis on the writs of assistance (1761) and extending to Booker Washington on the race problem (1895). Selected because of their influence or the light they throw on the spirit of the time.

HIGGINSON, T. W. *Young Folks' Book of American Explorers.* 1877. $1.20. Longmans.

A collection of contemporary narratives of explorers from Columbus to the settlers of Massachusetts. Southern settlements not represented. Simple enough for children of grammar grades to read.

BIOGRAPHY.

The biographical works in the field of American history are almost innumerable, and to give a list of even the principal books about American men and women of importance in the development of the nation would be impractical here. It must suffice to mention a few of the

collections that are most likely to be serviceable to the elementary-school teacher without special training in history.

SERIES AND COLLECTIONS.

Riverside Biographical Series. 50c. net each. 1900-1902. Houghton.

Small volumes (16mo., about 125 pp. each) devoted respectively to Champlain, Peter Cooper, James B. Eads, Franklin, Douglas, Grant, Hamilton, Jackson, Jefferson, Paul Jones, Lewis and Clark, Marshall, and William Penn. They lack indexes.

Heroes of American History, by F. A. Ober. 7 vol. 1906-1908. $1.00 net per vol. Harpers.

Well-written and reliable accounts of the life and work of Columbus, Cortez, Pizarro, De Soto, Balboa, Magellan, Vespucci, De Leon, the Cabots, and Raleigh. Can be read by children of upper grammar grades.

JOHNSON, W. H. *The World's Discoverers, Pioneer Spaniards in North America, French Pathfinders in North America.* 1900-1905. $1.50 per vol. Little.

Entertainingly written and of interest both to teacher and student. The first volume is the only book especially devoted to the search for a western route to the Indies.

JOHNSTON, R. M. *Leading American Soldiers.* 1907. $1.50. Holt.

Good accounts of Washington, Greene, Andrew Jackson, Taylor, Scott, Grant, Sherman, Sheridan, McClellend, Meade, Lee, T. J. Jackson, J. E. Johnson. Maps and plans rather poor, portraits good.

PARTON, JAMES. *Captains of Industry.* 2 vol. 1884-1891. 60c. net per vol. Houghton.

About a hundred stories of men famous in the various fields of industry.

SPARKS, E. E. *The Men Who Made the Nation.* 1900. 50c. (in Standard School Libraries), or $1.00. Macmillan.

Really a short history of the country between 1760 and 1865, told through biographical studies of Franklin, John and Samuel Adams, Robert Morris, Hamilton, Washington, Jefferson, Clay, Jackson, Webster, Greeley and Lincoln.

TRENT, W. P. *Southern Statesmen of the Old Regime.* 1897. $1.75. Crowell.

Sketches of Washington, Jefferson, John Randolph, Calhoun, A. H. Stephens, Robert Toombs, and Jefferson Davis.

The American Statesmen Series is standard, biographies of about thirty leading statesmen being included. $.25 per vol. Houghton.

The American Crisis Biographies ($1.25 each, G. W. Jacobs, Philadelphia) include narratives of more than a score of the most notable men on both sides during the great sectional struggle that culminated in the Civil War and Reconstruction.

BOOKS FOR CHILDREN.

"It is a mistake to assume, as it often is assumed, that the larger and more special histories lose availability for school purposes in proportion to their size and scientific value. There is the problem of getting the money to buy them. But that is a different matter. There is the problem of selecting what is suitable. But that is simply a matter of pedagogical discretion. The main difficulty is a lack of conviction on the subject among teachers. * * * * * More history can be read to children from histories and more history can be read by children in histories than is generally suspected. Many of the larger books are more readily followed than the school books, because of their greater concreteness. The selection of history books from which to read to children may be an important factor in forming their historical tastes even before they begin to read anything for themselves."—*Henry Johnson in "The Problem of Adapting History to Children in the Elementary School."*

It is impossible, within the scope of this article, to give lists of books for children, but the teacher will find the following books full of suggestions for the pupil's refernce work and supplementary reading:

The State Library List: This list of books for the public school library, published by the Maryland State Department of Education, contains a section devoted to history, pages 65 to 77. Complete lists of some of the series of books referred to in the present article, such as the American Statesmen Series, will also be found in this pamphlet.

ANDREWS, C. M., GAMBRILL, J. M., and TALL, LIDA LEE. *A Bibliography of History for Schools and Libraries.*. 224 pp. 1910. 60c. net. Longmans. See pages 165-220 for annotated lists of books for children.

Report of the Committee of Eight of the American Historical Association on the Study of History in Elementary Schools. 1909. 50c. Scribners. See the lists of books for teachers and pupils recommended for each grade.

The Committee of Eight places special emphasis upon the European Background of American history in the sixth grade, and since this Report has been published several texts for the sixth grade have appeared which include this material. Among them are S. B. Harding's *The Story of Europe*. 60c. Scott. Alice M. Atkinson's *European Beginnings of American History*.. $1.00. Ginn. Bourne, H. E. and Benton E. J. *Introduction to American History*. 60c. Heath.

DESK-MAPS FOR SCHOOL USE.

Desk outline maps for the geography that must necessarily accompany the history work are published by the McKinley Publishing Company, Philadelphia, Pennsylvania, and can be secured in three sizes.

(a) Small sizes 5½x7½—per hundred 32c.
(b) Large " 7½x10 — " " 45c.
(c) Double " 10x15 — " " 77c.

The same company publishes large outline wall maps (size 32x44in, price 18c).

The United States Geological Survey publishes quadrangle maps of small areas that can be purchased at 5c each. For example, these topographical maps can be used for events around Fort Ticonderoga, settlements at Plymouth or St. Mary's, etc. Lists of other map publications of the government can be secured free from the Superintendent of Documents, Washington, D. C.

LARGER REFERENCE LIBRARY FOR TEACHERS AND PUPILS.

(Net cost about $17 to $19; those starred will make a fair working library and will cost about $10 net.)

The Atlas of Classical Geography. (Everyman's library.)

**The Literary and Historical Atlas of Europe.* (Everyman's Library.)

**The Literary and Historical Atlas of America,* 100 maps and plans. Everyman's Library; 35c. each. Dutton.

*Johnson, Henry. *The Problem of Adapting History to Children in the Elementary School.* Columbia University Press. 30c.

*Elson, H. W. *History of the United States.* $1.75 net. Macmillan; or *Epochs of American History,* Edited by A. B. Hart. 3 vol. $1.25 per vol. Longmans.

*Atkinson, Alice. *European Beginnings of American History.* 90c. Ginn. (This is a child's book. For teachers, Cheyney's *Background* should be purchased, if possible.)

Cheyney, E. P. *European Background of American History.* (American Nation Series.) $2.00. Harper.

*Parkman, Francis. *The Struggle for a Continent.* Edited from the writings of Parkman by Pelham, Edgar. 542 pp. $1.50. Little.

*Lecky, W. E. H. *The American Revolution.* (1763-1783.) $1.25. Appleton .

*Earle, Alice Morse. *Home Life in Colonial Days.* 75c. Grossett & Dunlap.

Fiske, John. *The Critical Period of American History.* 1783-1789. $2.00. Houghton.

Browne, W. H. *Maryland: The History of a Palatinate.* Revised edition. $1.25. Houghton.

*Coman, Katherine. *Industrial History of the United States.* Revised edition. $1.25. Macmillan.

*Webster, W. L. *General History of Commerce,* 1903. $1.40. Ginn.

*Gannett, Henry. *Boundaries of the United States,* Third Edition, 1904. 25c. paper. Superintendent of Documents, Washington, D. C.

Sparks, E. E. *Expansion of the American People.* 1900. $1.50. Scott.

*Hart, A. B. *Source-Book of American History.* 60c. net. Macmillan.

*Sparks, E. E. *The Men Who Made the Nation.* 50c. Macmillan.

SMALL REFERENCE LIBRARY FOR TEACHERS AND PUPILS.

(Net Cost About $6.00.)

ELSON, H. W. *History of the United States.* $1.75 net. Macmillan.

EARLE, ALICE MORSE. *Home life in Colonial Days.* 75c. Grossett and Dunlap.

SPARKS, E. E. *Expansion of the American People.* $1.50. Scott.

COMAN, KATHERINE. *Industrial History of the United States.* Revised edition. $1.25 net. Macmillan.

SPARKS, E. E. *The Men Who Made the Nation.* 50c in Standard School Library. Macmillan.

ATKINSON, ALICE. *European Beginnigs of American History.* 90c. Ginn.

KEY TO PUBLISHERS.

CROWELL—Thos. Y. Crowell & Co., 428 W. Broadway, New York.
DUTTON—E. P. Dutton & Co., 31 W. 23rd St., New York.
GINN—Ginn & Co., 70 Fifth Ave., New York.
HARPER—Harper & Bros., Franklin Square, New York.
HEATH—D. C. Heath & Co., New York.
HOLT—Henry Holt & Co., 34 W. 33rd St., New York.
HOUGHTON—Houghton, Mifflin Co., 4 Park St., Boston.
LITTLE—Little, Brown & Co., 254 Washington St., Boston.
LIPPINCOTT—J. B. Lippincott Co., Washington Square, Philadelphia.
LONGMANS—Longmans, Green & Co., 449 Fourth Ave., New York.
MACMILLAN—The Macmillan Co., 64 Fifth Ave., New York.
MCKINLEY—McKinley Publishing Company, Philadelphia.
PUTMAN—G. P. Putman's Sons, 27-29 W. 23rd St., New York.
SIMMONS—Parker P. Simmons, New York City.
SCOTT—Scott, Foresman & Co., 388 Wabash Ave., Chicago.
SCRIBNER—Charles Scribner's Sons, 153 Fifth Ave., New York.
SILVER—Silver, Burdett & Co., 231-241 W. 39th St., New York.

SOME SUGGESTIONS AS AIDS TO THE TEACHING OF HISTORY.

I. Of all subjects in the elementary school curriculum, history is the worst supplied with illustrative material to help the teacher make people and events real to the children. The collecting instinct of the child which is very strong between the age of 10-12 years, should be utilized. Travel folders, railroad guides, old magazines, book-catalogues, are sources for picture collection which may be very useful in the teaching of history.

Series of pictures that show the development of institutional life (social life, clothing, amusements, industry, manufactures, locomotion, transportation, communication, the development of the book, etc.) are sometimes issued by publishing houses: The Perry Picture Company of Malden, Massachusetts; The Earl Thompson Company of Syracuse, New York, and The Brown Picture Company of Beverly, Massachusetts.

II. Literature and history will be of mutual aid. *Evangeline* will make more vivid the paragraph that is given in the ordinary history to the expulsion of the Acadians; on the other hand, Bradford's *Journal of Plymouth* will be as eagerly read as *The Courtship of Miles Standish.*

In the English periods the following devices might be used to reinforce the history work: Keeping of journals or diaries; writing letters, the pupils imagining themselves in certain historic situations, for instance in Washington's Army at Vallege Forge, or with Jefferson Davis at Columbia, South Carolina, after the fall of Fort Sumter, etc.

Debates will stimulate interest and exactness. But such exercises mean hard work in selecting leaders, and much more material must be obtained than the text-book gives.

III. The matter of interesting and vital reference works to supplement a text, is a very important matter. Another almost as vital is the use of these interesting books after they are selected. Children as early as the fifth grade may be taught to use the table of contents, and index, and to follow the footnotes.

Reports on assigned topics or problems can then be made by groups of children, some useing one text, some another.

Henry Johnson in his pamphlet *The Problem of Adapting History to Children in the Elementary School* says: "Doubts may, with profit, occasionally be raised in the minds of children as to the unerring accuracy of books * * * * * There are doubts. What shall be done with them? Shall they be ignored? Shall they be covered by the dogmatism of the author? Suppose the assurance is in the writer and not in the knowledge, that what he writes is history only in the sense of *his story*, with the emphasis upon the *his*? Is it wholly beyond the province of elementary instruction to take any account of what histories are made, of what is involved in reading them intelligently?"

Let us set up a reasonable amount of doubt then in our own minds as well as in those of our pupils. The definitive word has seldom been said about an event in history. It is much better to hear in class discussions some such remarks made by the pupils as "Well Fiske says this," or "Parkman says this," than it is to have the pupils submit to one point of view because no other point of view has been afforded them.

IV. In the one-room school the teacher must meet the problem of the wisest distribution of the five hours each day among the several grades. Little children in the first three grades should have more of

the teacher's time than the older children. It is possible that not more than forty minutes of each day can be given to personal direction of the work of each of the five upper grades. Seatwork, which means independent study-periods for four hours of the day, then becomes the teacher's great problem. She must prepare as careful assignments for the study period as she does for the recitation. Reference work, map making for the place element in history, making charts for the time elements, reading historical fiction that will help to vivify the regular history work, problems in history for the pupils to report on in the recitation period, are some suggestions that might be used with profit. Too often the only assignment a child is given is the meaningless direction "Study your history lesson." The result is an aimless reading of the text, a feeling that the history lesson is on pages so and so, and is about nothing in particular. The child must be set a definite problem for study and must be shown how to solve that problem.

If possible, a combination of grades five and six for Colonial history, and of grades seven and eight for the Revolution, and later periods, would afford opportunity for fewer and longer lessons in the day's schedule. Two twenty-five minute periods a week in history are much better than five ten-minute periods.

V. For other suggestions the teacher may read with profit Johnson's *Adapting History to Children in the Elementary School.*

TO THE SUPERINTENDENT OF SCHOOLS IN THE COUNTIES OF MARYLAND.

The Association of History Teachers of Maryland, at its annual meeting in May, 1912, appointed a committee to consider what means might be taken to improve the teaching of history in the rural schools of the State. After mature deliberation this committee decided to ask the State Board of Education to include in the Teachers' Manual for 1912 a statement of suggestions as to methods of work and lists of reading references for the use of teachers in the elementary schools with special regard for the needs of rural schools. This suggestion received the hearty support of the State Superintendent of Education and was readily acceded to by the Board. Your attention is, therefore, called to the paragraphs on the teaching of history to be found on pages—— of the Manual so that you may be ready to give whatever assistance is needed to the teachers under your direction in carrying out the suggestions there outlined.

It is generally conceded that history is one of the most difficult subjects in the curriculum to teach properly. The earnest and thoughtful but untrained teacher meets with problems and is beset with obstacles in teaching history that are not encountered in the presentation of

any other subject. As compared with such studies as arithmetic, grammar, spelling, etc., the subject matter is apt to appear vague and general rather than exact and definite. The vastness of the subject gives rise to the insuperable problem of what to teach and what not to teach—what are the essential facts, what the unessential details. History deals with life—human, social life; and as the life of the present day is hard to comprehend, how much more difficult is it to realize the meaning of life in the past. If the teaching of history is confined to the memorizing of the bare points set forth in a text-book, the work becomes dry and lifeless. Yet to amplify and illumine the text-book in the teaching of history requires a store of knowledge and a readiness of expression and the ability to draw comparisons and make illustrations based on present day events which can be gained only by extensive study and reading beyond the covers of one or even a dozen meager text-books.

The literature of history is rich with interesting material, familiarity with which would enable the teacher to vitalize the work so that this would become, as it deserves to be, one of the most interesting and useful subjects in the curriculum. But how is the teacher in the country school to gain access to any of the material? Libraries are not at hand and she cannot be expected to purchase all the books needed. And were this not the case, the multiplicity of historical books is so great that it would be a serious problem what books to consult to greatest advantage.

In view of these facts it is evident that teachers in rural schools must have some assistance in the way of an equipment with which to prepare and carry on their work if the teaching of history is ever to be made worth while. This assistance can be given in a number of ways, some of which are here suggested.

1. There must be in every school an equipment of good histories, one or more maps, and if possible some historical pictures. The books should be carefully selected so as to be at once authoritative and suited to the needs of both teacher and pupil.

2. Wherever possible there should be established at convenient centers, circulating libraries containing a larger number of good reference books. The list of books need not be a long or pretentious one. It is not necessary to have a large library, but it is absolutely essential that there be some means by which the teacher may obtain a knowledge of historical facts sufficient to supplement and illustrate the bare outline contained in the text.

3. While an adequate supply of good books will certainly result in a vast improvement in the teaching of history, provided the teacher will use them, something more is needed. It must be remembered that these teachers must teach all the other subjects in the curriculum, as well as history, and this means that it is essential for them to get results with a minimum expenditure of time and effort. Particularly is this true of

the rural teacher. It should be further remembered that these teachers have had no special training in history, that some of them may not have seen any standard work in history, and are entirely uninformed as to the proper use of books. It is plain that they ought to have the assistance of competent instructors, which assistance can be provided in the Teachers' Institutes. We, therefore, earnestly urge that this subject be given special prominence in the Institute program. Its great difficulty as compared with all other subjects in the curriculum justifies special attention.

In particular we urge that competent instructors offer courses dealing with subject matter so that the actual material of history may be interpreted and explained to the teachers, or discussed with them. For many years instruction in Methods of Teaching have been provided in all the Institutes. This we believe is right, but we urge that attention be given also to subject matter in the field of history. We do not in the least intend to disparage the other kind of work. We are simply pointing out the uselessness of knowing how to teach (if such a thing be possible) without having anything to teach. If this plan is to be carried out successfully, it is absolutely essential that the instructors be carefully selected. They must be men and women of scholarly attainments who thoroughly know the subject, but they should also have at least a fairly good knowledge of conditions that prevail in the elementary schools, and particularly in the rural schools. Instructors possessed of such an equipment will be able not only to present the subject matter to good advantage in an interesting manner, but can also discuss incidentally problems of teaching, and be able to meet questions that may be put to them on this subject by the teachers. Some years ago the subject of geography was especially emphasized for a time in the Institute, and we strongly urge that the time has now come when history must have the same attention.

We hope the purpose of these suggestions is sufficiently clear. The training for good scholarship is one of the foremost duties of the school, and the study of history is especially adapted to promoting such training. There could be no stronger motive, then, for improvement in the teaching of this subject; especially as it happens to be at the same time a valuable training for efficiency in the ordinary affairs of life. Let us emphasize again as strongly as possible the fact that no teacher can conduct the courses in history without access to at least a few good books, and that the need is at least a hundred times greater in the case of a teacher without special training in history, who has all of the subjects of the curriculum to handle. What we present to you is after all merely the fact that you have to choose between inefficiency and efficiency. Under conditions as they exist in most country schools, it is doubtful whether the history courses are worth retaining at all. By the expenditure of a comparatively small sum at least a modest equip-

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ment of books could be provided for each school, and it will involve little if any additional expense to provide liberally in the Teachers' Institute for the sort of competent instructors we have described.

PERCY LEWIS KAYE,
President.
ELLA V. RICKER,
Secretary.
J. M. GAMBRILL,
LIDA LEE TALL,
E. GEORGIEN EWING,

WASHINGTON MONUMENT, Mt. Vernon Place, Baltimore.—*Photo by Hughes*

See page 93.

WASHINGTON'S BIRTHDAY ANNIVERSARY.

(Saturday, February 22, 1913.—To be celebrated in the schools Friday, February 21st.)

SUGGESTIVE PROGRAM.

Song—"George Washington".....The School
Quotations from Washington.....Pupils
"Washington's Life".....Five Boys
Reading—"The Symbolism of the Flag" or "The American Flag".....A Pupil
Song—Any Patriotic Selection.....The School
Recitation—"The Children's Song".....A Pupil
An Informal Talk.....A Trustee or Patron
Recitation—"Captain Bolly at Monmouth".....Advanced Pupil
Closing Song—Selected.....The School

WASHINGTON MONUMENT.

MT. VERNON PLACE, BALTIMORE.

After the old court house, which stood on what is now the site of Battle Monument, was taken down, a number of prominent gentlemen living in the vicinity, fearing that some unsightly building might be erected there, petitioned the Legislature of 1809 for permission to raise, by lottery, $100,000 for the erection of a monument to George Washington. This permission was granted and a board of managers consisting of 25 persons was created and charged with the duty of carrying the work to completion.

When it became known that the managers proposed to erect a shaft some 200 feet or more in height nearby residents protested, fearing that it would some day fall crushing their homes. Gen. John Eager Howard relieved the embarrassment of the managers by donating a site in the woods on the hill directly north of the City—now Mt. Vernon Place, Charles and Monument Streets.

Within a few years sufficient funds were in hand, from various sources, to insure the success of the undertaking. On July 4, 1815, the corner-stone was laid with elaborate ceremony, in the presence of about 30,000 people. The work proceeded, as funds were available, through a period

of 14 years when with the understanding that the monument should be the property of the State, the Legislature provided the $178,000 necessary for its completion, and on November 25, 1829, the 16-foot marble statue of Washington was swung into place, thus completing the first monument of any consequence erected to the "Father of Our Country."

The structure is in all 204 feet in height, and built entirely of Maryland stone. Robert Mills, of Baltimore, was the architect, and Steuart, Towson and Stevenson, the builders.

The statue was carved by an Italian sculptor, Henrico Cancici, from a block of marble weighing 36 tons, given by Mrs. F. T. D. Taylor, and taken from her quarries on the York Road.

WASHINGTON'S LIFE.

(Recitation for five boys; each holds in his right hand a card with date, lifting it during his recitation.)

1732
In seventeen hundred, thirty-two
George Washington was born;
Truth, goodness, skill, and glory high,
His whole life did adorn.

1775
In seventeen hundred, seventy-five,
The chief command he took
Of all the army in the State,
Who ne'er his flag forsook.

1783
In seventeen hundred, eighty-three,
Retired to private life,
He saw his much loved country free
From battle and from strife.

1789
In seventeen hundred, eighty-nine
The country with one voice
Proclaimed him President, to shine,
Blessed by the people's choice.

1799
In seventeen hundred, ninety-nine,
The nation's tears were shed,
To see the patriot life resign,
And sleep among the dead.

All—
As "first in war, first in peace,"
As patriot, father, friend—
He be blessed till time shall cease,
And earthly life shall end.
—*From Year's Entertainment.*

SONG—TRIBUTE TO WASHINGTON.

(Air, "America.")

Great Washington, to thee,
Leader of Liberty,
Our praise is due,
On thro' thy natal day,
With love our hearts shall sway,
We now a tribute pay
To thee, most true.

We love to speak thy name
And thy great deeds proclaim
By valor won,
We love to gather here
To hold hey memory dear,
Thy glorious name revere,
Great Washington.
—*Ada Simpson Sherwood*

WASHINGTON.

A hundred years with all their trains
Of shadow have gone by,
And yet his glorious name remains
A sound that cannot die!
'Tis graven on the hill, the vale,
And on the mountain tall,
And speaks in every sounding gale
And roaring waterfall!

His deeds were ours,—but through the world
That mighty name will be,
Where glory's banner is unfurled,
The watchword of the free;
And as they bend their eagle eyes
On Victory's burning sun,
Their shouts will echo to the skies,
"Our God and Washington!"
—*George D. Prentice.*

THE SYMBOLISM OF THE FLAG.

The flag for which our heroes fought, for which they died, is the symbol of all we are, of all we hope to be. It is the emblem of equal rights; it means free hands, free lips, self-government and the sovereignty of the individual; it means that this continent has been dedicated to freedom; it means universal education—light for every mind, knowledge for every child; it means that the school house is the fortress of liberty; it means that "governments derive their just powers from the governed," that each man is accountable to and for the government, that responsibility goes hand in hand with liberty; it means that it is the duty of every citizen to bear his share of the public burden—to take part in the affairs of his town, his county, his State, and his country; it means that the ballot box is the ark of the covenant, that the source of authority must not be poisoned; it means the perpetual right of peaceful revolution; it means that every citizen of the Republic, native or naturalized, must be protected at home in every State, abroad in every land, on every sea; it means that all distinctions based on birth or blood have perished from our laws, that our government shall stand between labor and capital, between the weak and the strong, between the individual and the corporation, between want and wealth, and give and guarantee simple justice to each and all; it means that there shall be a legal remedy for every wrong; it means national hospitality, that we must welcome to our shore the exiles of the world, and that we may not drive them back; some may be deformed by labor, dwarfed by hunger, broken in spirit, victims of tyranny and caste, in whose sad faces may be read the touching record of a weary life, and yet their children, born of liberty and love, will be symmetrical and fair, intelligent and free.—*Col. Robert Ingersoll.*

QUOTATIONS FROM WASHINGTON.

Knowledge is in every country the surest basis of public happiness.

Observe good faith and justice towards all nations; cultivate peace and harmony with all.

Happiness depends more on the internal frame of a person's mind, than on the externals in the world.

Show not yourself glad at the misfortune of another though he were your enemy.

Promote, then, as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened.

Let us animate and encourage each other, and show the whole world that a freeman contending for liberty on his own ground is superior to any slavish mercenary on earth.

—*In a speech to his troops before the battle of Long Island.*

Let praise be given to every description of citizens. Let them persevere in their affectionate vigilance over that precious depository of American happiness, the Constitution of the United States. Let them cherish it too, for the sake of those, who, from every clime, are daily seeking a dwelling in the land.

Of all the dispositions and habits which lead to political prosperity. Religion and Morality are indispensable supports. In vain would that man claim the tribute of Patriotism who should labor to subvert these pillars of human happiness, these firmest props of the duties of Men and Citizens.

There is not a man living who wishes more sincerely than I do to see a plan adopted for the abolition of slavery; but there is only one proper and effectual mode by which it can be accomplished and that is by legislative authority, and this, as far as my subrage will go, shall never be wanting.

I will go to the chair under no prearrangement of any kind or nature whatsoever. But when in it, to the best of my judgment, discharge the duties of the office with that impartiality and zeal for the public good which ought never to suffer connection of blood or friendship to intermingle so as to have the least sway in a decision of a public nature.

—*From Wisconsin Annual.*

EXTRACT FROM FAREWELL ADDRESS.

Of all the dispositions and habits, which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked, "Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in Courts of Justice? And let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

—*George Washington.*

THE FLAG.

Fling out the flag, O children,
That all the world may see
How cradled deep in the heart of a child
The love of the flag may be;
The love of the flag with its crimson bars
And its field of blue with the spangled stars.

Salute the flag, O children,
With grave and reverent hand,
For it means far more than the eye can see—
Your home and your native land!
And men have died for its crimson bars
And its field of blue with the spangled stars.

Revere the flag, O children,
Wherever its folds you see,
For cradled deep in the heart of a child
The love of the flag may be—
The love of the flag with its crimson bars
And its field of blue with the spangled stars.

Pray for the flag, O children,
That never a traitor bold
Defame a bar or a spangled star,
Or sully a silken fold!
Yes, pray for the flag wih its crimson bars
And its field of blue with the spangled stars.

—*Gertrude E. Heath in Hawaii Special Day Program.*

Washington's is the mightiest name on earth—long since mightiest in the cause of civil liberty; still mightiest in moral reformation. On that name no eulogy is expected It cannot be. To add brightness to the sun, or glory to the name of Washington is alike impossible. Let none attempt it. In solemn awe pronounce the name, and in its naked deathless splendor leave it shining on.

—*Abraham Lincoln.*

THE SCHOOLHOUSE AND THE FLAG.

Ye who love the Republic, remember the claim
Ye owe to her fortunes, ye owe to her name,
To her years of prosperity past and in store,—
A hundred behind you, a thousand before!

The blue arch above us is Liberty's dome,
The green fields beneath us Equality's home;
But the schoolroom today is Humanity's friend,—
Let the people the flag and the schoolroom defend!

'Tis the schoolhouse that stands by the flag;
Let the nation stand by the school!
'Tis the school bell that rings for our Liberty old,
'Tis the school boy whose ballot shall rule.

—*Frank Treat Southwick.*

SONG—GEORGE WASHINGTON.

Tune—Maryland, My Maryland.

We sing a hero, brave and true,
Washington, George Washington,
A man to love and honor, too,
Washington, George Washington,
Serene and brave and firm and strong
To fight for right against the wrong,
A hero worthy of our song,
Washington, George Washington.

STATE TEACHERS COLLEGE
LIBRARY
TOWSON, MD.

We sing one who no evil spake,
Washington, George Washington,
Who suffered much for Country's sake,
Washington, George Washington;
When jealous hate, with bitter word,
Assailed him, patiently he heard,
And only love of counry stirred
Washington, George Washington.

We sing a hero, true and grand,
Washington, George Washington,
Whose strength and wisdom saved our land,
Washington, George Washington,
His name shall still be honored more
As years go by than e'er before,
His praises sounded o'er and o'er;
Washington, George Washington.
—*From Wisconsin "Memorial Day Annual."*.

THE AMERICAN FLAG.

A thoughtful mind, when it sees a nation's flag, sees not the flag only, but the nation itself; and whatever may be its symbols, its insignia, he reads chiefly in the flag the government, the principles, the truth, the history, which belong to the nation that sets it forth

When the French tricolor rolls out to the wind, we see France. When the new-found Italian flag is unfurled, we see resurrected Italy. When the other three-cornered Hungarian flag shall be lifted to the wind, we shall see in it the long-buried but never dead principles of Hungarian liberty. When the united crosses of St. Andrew and St. George, on a fiery ground, set forth the banner of Old England, we see not the cloth merely; there rises up before the mind the noble aspect of that monarchy, which, more than any other on the globe, has advanced its banner for liberty, law, and national prosperity.

This nation has a banner, too; and wherever it streamed abroad, men saw daybreak bursting on their eyes, for the American flag has been the symbol of liberty, and men rejoiced in it. Not another flag on the globe had such an errand, or went forth upon the sea, carrying everywhere the glorious tydings.

The stars upon it were to the pining nations like the morning stars of God, and the stripes upon it were beams of morning light.

As at early dawn the stars stand first, and then it grows light, and then as the sun advances, that light breaks into banks and streaming lines of color, the glowing red and intense white striving together and ribbing the horizon with bars effulgent, so on the American flag, stars and beams of many-colored light shine out together. And wherever the flag comes, and men behold it, they see in its sacred emblazonry no rampant lion and fierce eagle, but only LIGHT, and every fold significant of liberty.

The history of this banner is all on one side. Under it rode Washington and his armies; before it Burgoyne laid down his arms. It waved on the highlands at West Point; it floated over old Fort Montgomery.

When Arnold would have surrendered these valuable fortresses and precious legacies, his night was turned into day, and his treachery was driven away, by the beams of light from this starry banner.

It cheered our army, driven from New York, in their solitary pilgrimage through New Jersey. It streamed in light over Valley Forge and Morristown. It crossed the waters rolling with ice at Trenton; and when its stars gleamed in the cold morning with victory, a new day of hope dawned on the despondency of the nation. And when, at length, the long years of war were drawing to a close, underneath the folds of this immortal banner sat Washington, while Yorktown surrendered its hosts, and our Revolutionary struggles ended with victory.

Let us then twine each thread of the glorious tissue of our country's flag about our heartstrings; and looking upon our homes and catching the spirit that breathes upon us from the battle-fields of our fathers, let us resolve, come weal or woe, we will, in life and in death, now and forever, stand by the stars and stripes. They have been unfurled from the snows of Canada to the plains of New Orleans, in the halls of the Montezumas and amid the solitude of every sea; and everywhere, as the luminous symbol of resistless and beneficent power, they have led the brave to victory and to glory. They have floated over our cradles; let it be our prayer and our struggle that they shall float over our graves.

—*Henry Ward Beecher.*

CAPTAIN MOLLY AT MONMOUTH.

On the bloody field of Monmouth flashed the guns of Greene and Wayne;
Fiercely roared the tide of battle, thick the sward was heaped with slain.
Foremost, facing death and danger, Hessian horse and grenadier,
In the vanguard, fiercely fighting, stood an Irish cannoneer.

Loudly roared his iron cannon, mingling ever in the strife,
And beside him, firm and daring stood his faithful Irish wife;
Of her bold contempt of danger, Greene and Lee's brigade could tell,
Every one know "Captain Molly," and the army loved her well.

Surged the roar of battle round them, swiftly flew the iron hail;
Forward dashed a thous and bayonets that lone battery to assail;
From the foeman's foremost columns swept a furious fusilade,
Mowing down the massed battalions in the ranks of Greene's brigade.

Faster and faster worked the gunner, soiled with powder, blood and dust;
English bayonets shone before him, shot and shell around him burst;
Still he fought with reckless daring, stood and manned her long and well,
Till at last the gallant fellow dead beside his cannon fell.

With a bitter cry of sorrow, and a dark and angry frown,
Looked that band of gallant patriots at their gunner stricken down.
"Fall back, comrades! It is folly to strive against the foe."
"Not so!" cried Irish Molly, "we can strike another blow!"

Quickly leaped she to the cannon in her fallen husband's place,
Sponged and rammed it fast and steady, fired it in the foeman's face.
Flashed another ringing volley, roared another from the gun;
"Boys, hurrah!" cried gallant Molly, "for the flag of Washington!"

Greene's brigade, though shorn and shattered, slain and bleeding half their men,
When they heard that Irish slogan, turned and charged the foe again;
Knox and Wayne and Morgan rally, to the front they forward wheel,
And before their rushing onset Clinton's English columns reel.

Still the cannon's voice in anger rolled and rattled o'er the plain,
Till there lay in swarms around it mingled heaps of Hessian slain.
"Forward! charge them with the bayonet!" 'twas the voice of Washington;
And there burst a fiery greeting from the Irishwoman's gun.

Monckton falls; against his colmns leap the troops of Wayne and Lee,
And before their reeking bayonets Clinton's red battalions flee;
Morgan's rifles, fiercely flashing, thin the foe's retreating ranks,
And behind them, onward dashing, Ogden hovers on their flanks.

Fast they fly, those boasting Britons, who in all their glory came,
With their brutal Hessian hirelings to wipe out our country's name.
Proudly floats the starry banner; Monmouth's glorious field is won;
And, in triumph, Irish Molly stands beside her smoking gun.

—*William Collins.*

GEORGE WASHINGTON.

It is often said that boys and girls of the present day feel a little nearer to George Washington than used to be the case; that they like him better and are much less afraid of him The reason for this, perhaps, is that everybody used to think of him first as General, and afterward as the Father of his Country, so that they could never quite love him as if he were their own father.

All the descriptions made him appear rather grave and stiff, and none of his early biographers let us believe that he could ever laugh. You may read through half a dozen famous biographies of him without ever finding such a thing as laughter mentioned, and it was not until the cheerful Washington Irving wrote his life that so important a fact was really admitted. Even Irving feld obliged to hide it away in small type in a note to one of his pages, but there it forever stands.

It appears that in camp a young officer told a story which the commander-in-chief found so amusing that he not only laughed, but threw himself on the ground and rolled over and over to get to the end of his laughter. Fancy the picture! The Father of his Country, a man six feet and some inches tall, rolling over and over in the attempt to stop laughing! But the use of the picture is that it has saved for us the human Washington. We once thought of him as a stiff and formal image, or what is called a lay-figure. Now we think of him as a man. * * * * * *

—*Thomas Wentworth Higinson.*

THE CHILDREN'S SONG.

Land of our Birth, we pledge to thee
Our love and toil in the years to be;
When we are grown and take our place,
As men and women with our race.

Father in Heaven who lovest all,
O help Thy children when they call;
That they may build from age to age
And undefiled heritage!

Teach us to bear the yoke in youth,
With steadfastness and careful truth;
That, in our time, Thy Grace may give
The Truth whereby the Nation live.

Teach us to rule ourselves alway,
Controlled and cleanly night and day;
That we may bring, if need arise,
No maimed or worthless sacrifice.

Teach us to look in all our ends,
On Thee for judge, and not our friends;
That we, with Thee, may walk uncowed,
By fear or favour of the crowd.

Teach us the Strength that cannot seek,
By deed or thought, to hurt the weak;
That, under Thee, we may possess
Man's strength to comfort man's distress.

Teach us Delight in simple things,
And Mirth that has no bitter springs;
Forgiveness free of evil done,
And Love to all men 'neath the sun!

Land of our Birth, our Faith, our Pride,
For whose dear sake our fathers died;
O Motherland, we pledge to thee,
Head, heart, and hand through the years to be!

—*Rudyard Kipling.*

MARYLAND DAY ANNIVERSARY.

(Tuesday, March 25, 1913.)

COMMEMORATING THE LANDING OF LORD BALTIMORE'S COLONY, MARCH 25, 1634.

Topic:—"The Ancient City and How it Came to be the Capital of Maryland."

TOPICS DISCUSSED SINCE "MARYLAND DAY" WAS FIRST CELEBRATED IN THE SCHOOLS.

1904—"The Landing of the Pilgrims."
1905—"Religious Toleration."
1906—"Maryland's Influence in Founding a National Commonwealth."
1907—"Beginning of Popular Government in Maryland."
1908—"Maryland's Part in Winning Our Independence."
1909—"Maryland's Contribution to American Literature."
1910—"Education in Maryland."
1911—"Marylanders of National Fame."
1912—"The Founding of the Maryland Colony and It's First Half Century."

REFERENCES FOR THE 1913 TOPIC.

Naratives of Early Maryland—HALL.
Leading Events of Maryland History—GAMBRILL.
Gazetteer of Maryland—FISHER.
History of Maryland—MCSHERRY.
History of Maryland—SCHARF.
History of a Palatinate—BROWNE.
Old Virginia and Her Neighbors—FISKE.
Maryland the Land of Sanctuary—RUSSELL.
Maryland as a Proprietary Province—MERENESS.
Our First Century—EGGLESTON.
Historic Towns of the Southern States—POWELL.

BANCROFT HALL, Midshipmen's Quarters, U. S. Naval Academy.—*Photo by Buffham.*

The Lords Baltimore and the Maryland Palatinate—HALL.
Travels Through the Middle Settlements in North America, 1759-60—BURNABY.
History of the United States, Vol. II—LOSSING.
George and Cecilius Calvert—BROWNE.
A Short History of English Colonies in America—LODGE.
History of Annapolis and the Naval Academy—TAYLOR.
Removal of the Capital of Maryland—RILEY.
The Ancient City—RILEY.
History of Maryland—BOZMAN.
The State of Maryland—WILLIAMS.
A Guide to Annapolis and the Naval Academy—STEVENS & ALDEN.
The Foundation of Maryland and the Origin of the Act Concerning Religion—JOHNSCN.
Riley's Historic Map of Annapolis.
Handbook of the City of Annapolis—ANNE ARUNDEL COUNTY HISTORICAL SOCIETY.
Annals of Annapolis—RIDGELY.
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Maryland in Prose and Poetry—NOBLE & TUBBS.
Annapolis and the Naval Academy—DUGAN.
The Athens of America—RILEY.
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The Architectural Record, Vol. 1., *No.* 3—*Colonial Annapolis.*
A History of Anne Arundel County—RILEY.

ANNAPOLIS—"THE ANCIENT CITY."

(*Historical Sketch by B. K. Purdum.*)

Though Captain John Smith, soon after the founding of the settlement at Jamestown, explored the rivers of the upper Chesapeake, and though Claiborne, with his loyal bands doubtless traded with the Indians on the banks of the Severn, while Kent Island was his favorite rendezvous, yet not until 1649 did any white man land on the beautiful peninsula between Spa Creek and the Severn with the intention of making it his permanent home. The settlement which was made at that time depended as much on events which transpired outside of the Colony as upon those within. Maryland's neighboring colony, Virginia, had been settled largely by the young sons of cavaliers, by disappointed courtiers, and impoverished gentlemen.

The established religion was the Church of England. It had been the practice of this church in the Mother Country to persecute the Puri-

tans and consequently when the attention of the Virginia government was directed to the increasing strength and influence of a band of Puritans who had settled on the Elizabeth River, there was begun a persistent system of attempts to harrass this Puritan Colony with laws and regulations interfering with the free exercise of their religion, and requiring them to take obnoxious oaths of allegiance to the King and of conformity to the established Church until they determined to leave Virginia altogether and to seek religious and civil liberty elsewhere. It is believed that the Puritans in the Virginia Colony at this time numbered more than 1500 souls.

From the beginning it was the intention that the Maryland Colony should be a Catholic one, and particularly that it should be a refuge for Catholics persecuted for their religion in England and elsewhere, but nevertheless Lord Baltimore decreed that all forms of Christian religion should be tolerated. This spirit of tolerance, though not extended to non-christians, gradually grew in force and favor until 1649 when it was given definite and positive form by the passage of the "Act Concerning Religion", known as "The Religious Toleration Act". The passage of this Act gave general publicity throughout the Colonies as well as in England to the condition that existed in the little Maryland Colony with respect to freedom of religious worship.

The enactment of the principle of religious tolerance into a definite law gave these persecuted Puritans such assurance as led them to abandon their Virginia homes and seek to establish others in Maryland.

Wm. Stone, a Protestant, recently appointed by Lord Baltimore was Governor at this time. It is claimed by some that he sent a close friend to Virginia to urge the Puritans to come, while others claim that he simply did not oppose their coming. However this may be, early in 1649 ten families came over and established a settlement on the Severn and within a few years a whole county of Maryland's richest soil was turned over to them, and others followed in large numbers. They first called their settlement Providence, but it was successively known as "Proctors", "The Townland at Severn", Anne-Arundel Town", "Town of Annapolis", and finally in 1708 as the "City of Annapolis".

The Indians of the vicinity were friendly and as settlers arrived they spread into the interior. The town consequently made but little growth until after 1694, when the capital was brought there. These Puritans had been settled here only a few years before they were in a controversy with Lord Baltimore's government concerning the oath of fidelity, and refused to send representatives to the Assembly. After Charles I had been dethroned, and the government of England was in the hands of Parliament and Cromwell, two commissioners were appointed to direct the affairs of the colonies on the Chesapeake. They visited St. Mary's, took charge of the government, and required Governor Stone to issue all writs in the name of Parliament instead of the proprietary. The Com-

Bird's-Eye View of Annapolis Looking Southwest From Naval Academy.—*Photo by Schaefer.*

missioners then returned to Virginia. In July, 1654, on complaint of the Puritans, the Commissioners returned, Stone was put out of office and Captain Fuller, a Puritan, placed at the head of affairs. They then proceeded to exhibit their conception of gratitude for having been offered a place of refuge when persecuted by the Churchmen of Virginia. The Puritans summoned an Assembly, but allowed no Catholics to either vote or hold office. This novel body at once passed what they called a "Toleration Act" guaranteeing to all persons freedom of conscience, provided such liberty were not extended to "popery, prelacy, or licentiousness of opinion." As Fiske puts it "These liberal Puritans were ready to tolerate everybody except Catholics, Episcopalians, and anybody else who disagreed with them."

When Lord Baltimore heard of these events he wrote Governor Stone reproving him for giving up the government without resistance. The Governor thereupon collected a little army of 130 men and marched against Captain Fuller at Providence. Fuller had gathered 175 men, met Stone on the south side of Severn creek, and with the aid of two ships lying in the harbor defeated the St. Mary's men. This left the Puritans in complete control of the province.

Eggleston says in his *Our First Century*, "It is hard for us in our time to understand an ingratitude of this character. But in those days the spirit of intolerance was dominant in a degree which we can scarcely imagine. Men sincerely thought their intolerance an act of service to God."

When Cromwell became Protector he restored the government to Lord Baltimore on his promise not to bring the offenders to justice and by the early part of 1658 the authority of the proprietary was recognized throughout the Colony. It was not again disputed until the revolution of 1689.

Space does not permit us to go into the details of this Revolution which resulted in the overthrow of the proprietary, and the establishment of a royal government under the direct control of the English crown. During this period the population of Anne Arundel County increased rapidly, but the original settlement on the Severn had hardly grown sufficiently to deserve to be called a town. Here only a few houses were clustered at the terminus of a rolling-road where tobacco and other products were shipped and Lord Baltimore's agents collected the export tax.

When Francis Nicholson was commissioned as a royal governor he summoned the Assembly to meet at "the Townland at Proctors," thus transfering the seat of government from St. Mary's to this place of which act Lossing makes the following comment:

"Partly because the whole people of Maryland might be better accommodated, but largely for the purpose of punishing the adherents of Lord Baltimore, who constituted a greater portion of the population of St. Mary's, the seat of government was moved from there to Anne-Arundel

Town, on the shore of the Chesapeake, early in 1694, and there a General Assembly was convened in February. The following year the name of the place was changed by authority to Annapolis, and the naval station of the province was established there. Annapolis has continued to be the capital of Maryland until now. St. Mary's, dependent for its existence upon its being the capital of the province, speedily sunk into insignificance and fell into ruin."

A full account of the removal of the capital of Annapolis is given elsewhere in this chapter.

During the period of royal governors which lasted until 1715, Annapolis became a town of importance. Provincial buildings were erected, a church built, and King William's school, the first public free school in American, set in operation. The townsmen, confident of future importance, demanded a city charter which was granted in 1708. Annapolis soon became the chief port of the Province and tobacco, the principal staple, was shipped in large quantities to London and Bristol.

The Province was restored to the Baltimores in 1715, and around them and their kindred governors gathered the wealth and learning of the realm. Lovers of the gayer life, from adjoining colonies, attended the annual races there, and Annapolis soon became a social center of note. Wealthy families established fine homes here; clubs, famed for their hospitality, sprang up; the State House became better known as a ball-room than a hall of legislation. Just prior to the Revolution one author refers to Annapolis as "The Centre of Opulence and Fashion" and another as the "Social Athens".

When the colonies were forced to resist the oppression of England, the Annapolitans were not too much engrossed in their pursuits of pleasure to comprehend the importance of sterner things for they contributed their full measure toward the protection of the rights of the colonies, as illustrated by the fearlessness of her citizens in the burning of the "Peggy Stewart".

The War of Independence being over, Annapolis was among the first cities to publicly recognize the noble conduct of Washington, and it was through Maryland and Virginia that a convention was held at Annapolis in 1786 which lead to the adoption of our Federal Constitution the following year. Meanwhile a rival city had been growing up on the Patapsco against which Annapolis was not able to hold her own.

During the War of 1812 she was in almost constant danger and her citizens, like those of Baltimore, made noble provisions for defence. In recent years the growth of Annapolis in population has been very slow, and as a consequence commercialism has not swept away her Colonial buildings nor ever the Colonial atmosphere. It has been truthfully said that Annapolis is the only city of the original colonies which would be recognized by Washington should he return.

The establishment of the United State Naval Academy there in 1845

COLONEL EDWARD DORSEY HOUSE.—*Photo by Schaefer.*

See page 108.

COLONIAL COUNCIL HOUSE.—*Photo by Buffham.*
Now used by State Department of Education.

See page 107.

has added much to the importance of the city, although it has encroached considerably on what was once the best portion of the town. The early buildings erected for the Naval Academy, as time went on, became inadequate and out of date, consequently on April 24, 1899, the work of rebuilding the entire plant was begun. This task extended over a period of more than ten years and cost the Federal Government about $13,000,000., but the improvements are such as should arouse the pride of every American citizen.

We follow with descriptions of some of the old Colonial buildings which have led architectual critics to call Annapolis the "Athens of America."

The Colonial Council House.

(Now Occupied by the State Department of Education.)

This old, historic landmark stands on the east slope of State House Hill, and is the only building, in addition to the State House, within the Circle.

It was erected, as far as can be learned, in the year 1694, as a meeting place for the Colonial Governor and his council. It was the first State building erected in Annapolis, and was ready for use in 1694, when the seat of government was moved from St. Mary's City to that place. It continued to be the meeting place of the Council from that time to the Revolution. During this period, it was the scene of many important conferences and gatherings, as well as the usual place of reception of notable functionaries visiting the Colony.

When Maryland became one of the Thirteen Independent States of the Union, her first Constitution provided for a Council to the Governor, which was not abolished until 1837. This new Council continued to use the building.

In 1782, when Washington and Lafayette visited Annapolis, then considered a center of opulence and fashion, they were given a reception in this old building. It was the place of meeting, in 1786, of the famous Annapolis Convention, which discussed the faults of the Articles of Confederation, and arranged for the meeting in Philadelphia the following year, which adopted our present Federal Constitution.

In 1837, when the Council was abolished by an amendment to the State Constitution, the building was vacated, but soon afterwards occupied as the office of the State Treasurer. It was then that iron bars were put over the windows, and one room converted into a vault, by more than doubling the thickness of its walls. Here all of the State's money and valuables were kept until the banks began to be used as repositories.

In 1903, when the Court of Appeals Building, which provides quarters for a number of the State Departments, was completed, the Treasurer's office was moved there, and the old building again vacated.

At that time, the office of the State Superintendent of Public Instruction was in very inadequate quarters at the State Normal School Building, Baltimore. At the instance of Governor Warfield, the State Department of Education was, at that time, moved to Annapolis, and installed in this old building.

In past years, changes to the interior had been made, that had, to some extent, destroyed its Colonial style, but, in 1908, under the direction of Superintendent Stephens, this was, as far as possible, restored to the original.

The building, though 218 years old, still furnishes very cheerful and comfortable quaretrs.

White Hall.

In 1680, Nicholas Greenberry bought from the son of the "Hero of the Severn", Captain William Fuller, an immense tract of land known as "Fuller's Survey", and re-named is "Greenberry Forest", later on again naming it "White Hall". In 1685, he bought "Towne Neck", where no doubt the first Puritan settlement was made—he named this "Greenberry Point", which name it still bears. Here he died in 1697, being followed one year later by his wife, and they are both buried at "Greenberry Farm", which he left to his son, Charles. Col. Nicholas Greenberry was one of the active figures in the forming of this colony; he was President of the Council, Chancellor, Keeper of the Great Seal, and Judge of the High Court of Chancery. His son, Colonel Charles Greenberry, was the life and support of St. Margaret's Church, and in his will left "White Hall"—after the death of his wife, Rachel Stimpson —to the Church for the maintenance of a minister; he died in 1713, and his widow, several years later, married Colonel Charles Hammond, State Treasurer. They both lived on the old estate, and when she died, February 25, 1769, the place went to St. Margaret's Church. Some time afterwards, by a special Act of Assembly, Governor Sharpe bought the old place, and though a bachelor—his sweetheart having married his secretary, John Ridout—lived there for many years, willing it to John Ridout.

Greenberry Point Farm was held for some time by Mr. L. A. Palmer, but is now owned by Mr. Charles E. Remson. "White Hall" was bought in 1897 by Mrs. Caroline Story, of Washington, D. C., wife of Captain Story, U. S. A. An immense portrait of Governor Sharpe is on one of the walls, but the bed, which was there for years, was given by Mrs. Hester Ann Chase Ridout to the Chase Home, where it can be seen.

The old place is magnificently situated on the Chesapeake Bay and is visited by numberless yachting parties.

Colonel Edward Dorsey House.

Built about 1685 on Prince George street, near Maryland avenue, this is one of the many pieces of real estate owned by the rich and affluent

WHITE HALL.—*Photo by Schaefer.*

See page 108.

landowner, Colonel Edward Dorsey, who rented it in 1694 to the Colony for £20 per annum for use as a meeting place for the General Assembly—they met here February 28, 1694. It was again used for the same purpose from 1704 until 1706, after the burning of the first State House, and the Legislature met twice a day, from 8 until 12, and from 2 until 4, being summoned by the beating of a drum. It seems that during this same period, this house was used as the Governor's Mansion, Governor Francis Nicholson using the same as his place of residence—he was Governor from 1694 to 1709.

Judge A. B. Hagner, nephew of Alexander Randall, and one of Maryland's famous lawyers, resided here for some time.

It is now owned by the Marchand family.

Paca House.

Noted for its beautiful garden, "My Ladye's Bower", and considered by many as the home of Dorothy Manners, the heroine of Winston Churchhill's novel *Richard Carvel*, is the best known of all the Colonial manors. It stands on Prince George street, between East street and Maryland avenue, and was erected about 1745 by William Paca, Signer of the Declaration of Independence and Governor of Maryland from 1782 to 1785, and who used it as a Governor's Mansion and entertained there extensively and lavishly. In 1783, he gave it up to the use of the President of Congress and his suite. After his term as Governor, he sold it to Arthur Schaaf, who sold it to Louis Neth. It was occupied in 1847 by Chancellor Theodoric Bland and later for many years by Dr. S. D. Kennedy, when it was known as the Kennedy House. Afterwards it was owned by Mrs. Richard Swann, who sold it to the Larneds, who converted it into the "Carvel Hall Hotel" by erecting a modern hotel building in the rear.

"My Ladye's Bower" extended all along King George street and contained a stream of running water, besides bath house and boat lake, all of which has been entirely changed.

Brice House.

Situated on the corner of East and Prince George streets, is a large, rather severe, Colonial house with two wings, each roomy enough for a separate dwelling—this is the Brice House, noted as being one of the most elaborate wedding presents ever given. It was built about 1740 by Thomas Jennings, a famous barrister, and given to his daughter Julianna, when she married Colonel James Brice, the Head of the Committee to fortify Annapolis in 1776; Mayor of Annapolis from 1788 to 1789, and also supposed to have acted as Governor of the State after the death of one of its chief executives.

This old house was famed far and wide for its extensive and elabor-

ate entertaining and Mrs. James Brice's "Naples Biscuit" was served at all of her affairs. The receipt is said to have been handed down to the present generation.

Thomas J. Brice, one of the owners of the house, was killed here, supposedly by one of his servants, to all of whom he had left legacies in his will. The old home descended to Nicholas Carroll Stephen, who sold it to Ex-Mayor Thomas E. Martin of Annapolis. His daughter, Mrs. Robb, lived there until a few years ago. It has recently been bought by the Carvel Hall Hotel Co.

Peggy Stewart House.

Situated on Hanover street near Maryland avenue, with a splendid view of the Severn River, was this beautiful house, now so modernized as to be hardly recognizable. The Naval Academy now shuts off the view of the river, but that was not the case in 1740 when the house was erected, and when Anthony Stewart, the owner of the historically known "Peggy Stewart" lived there.

Carroll Mansion.

Lord Baltimore, desiring his friend and Attorney-General, Charles Carroll, the Immigrant, to reside near him, gave him two plots of land, on one of which was a small brick house belonging to a poor widow. Carroll, the Immigrant, paid her handsomely for her home and enlarged it for his own use—this was the grandfather of Charles Carroll of Carrollton. The main residence part, and the part in which the "Last Signer" was born was built probably as early as 1732, and the beautiful, but almost severely plain, old home—now occupied as the Redemptorist College—is still as it was then. It has a magnificent view of the Spa, the Severn River, and the Chesapeake Bay, being situated high up on St. Mary's hill at the foot of Gloucester street.

The Carrolls were probably the wealthiest people in the colonies, being vast landowners. In 1729, Charles Carroll sold 60 acres of land for the site of Baltimore City, and besides, they owned numerous farms in Howard, Carroll and Baltimore Counties.

In 1783, to celebrate the Declaration of Peace, Charles Carroll of Carrollton entertained lavishly at a grand dinner, and one can easily imagine the many guests wandering about the fine old garden, which is still noted for its beauty and size.

In 1870, Mrs. John MacTavish deeded this splendid property to the Redemptorist Order and they established their school there. The Church, St. Mary's, was built in 1858; previous to that time, the private chapel of the Carroll's had been used by the Catholics of the city as a place of worship. The church is considered one of the prettiest in the country.

PACA HOUSE as it appeared before being converted into Carvell Hall Hotel.—*Photo by Schaefer.*

See page 109.

Acton House.

This property was contained within the first survey made of the land grants about Providencetown or Annapolis in 1651—Richard Acton being the owner, and the place was then called Acton's Hill. The home—the only one which still remains with its original setting—was built about 1745 by Philip Hammond. It is now owned by the descendants of Paymaster Murray of the West River branch, who, however, do not reside there.

This house has a magnificent view of the beautiful Spa, and the lawn about the place is large and well kept. Acton Hill is now called Murray Hill after the present owners, and the original Acton fields have been transformed into residence lots, making the place a very pretty residence part of the city.

St. Anne's Episcopal Church.

This ancient church is the third built on the same site; the first was erected in 1696, the second 1774, and the present structure in 1859. Governor Nicholson selected the site and the land was bought from Benjamin and Henry Welsh for £130. The architect was Thomas Ffielder, and the expenses for building, etc., were met by taxing the colonists 3 pence per 100 on tobacco—this was later increased to meet the additional expense of a parsonage, sexton, etc.

The church is in the form of a T, and originally the entrance was from the east—it is now from the west. Before the Revolution, the building (original one) was in very bad condition, but it was not only impossible to secure sufficient funds to repair the edifice, but it was extremely difficult to get the members to attend the services. And it was not until a poem appeared in the Gazette, that any definite steps were taken, and the building razed to the ground. The following lines are taken from said poem:

> And often have I heard it said
> That some good people are afraid,
> Lest I should tumble on their heads.
> Of which, indeed, this seems a proof—
> They seldom come beneath my roof.

This was not always the case, however, for the records show that in 1723, the congregation had gotten so large that it was necessary to add a gallery. At any rate, the poem did its work, but the new building was not commenced until after the Revolution.

The history of this church is one of intense interest, being so closely woven with that of the entire State. It reflected throughout the peaceful as well as turbulent spirit of the times, and besides the very natural

trouble for maintenance, it had much more serious trouble in the form of untrustworthy rectors—the most notorious of these was Bennett Allen, who was constantly quarrelling, intriguing and causing disturbances. It was he, who challenged and killed Lloyd Dulany, some years later, when they were both in London.

The communion service, which is still in use, consisting of five pieces, made by Francis Garthorne of London in 1695 and presented to the church by King William—it is of solid silver and engraved with the King's coat-of-arms. The original bell, which had been donated by Queen Anne, perished in the fire of 1858. The two old bibles presented by Gen. John Hammond about 1704 and Mrs. Henrietta Maria Dorsey about 1760, are still in perfect condition.

In the old church yard are tombs dated as early as 1699, this being the original City Cemetery.

To the right, across from the church, can be seen two old Colonial homes, which were moved to allow for the erection of the Post Office, which was built on that site.

Ridout House.

On Duke of Gloucester street, a short distance below Green street, are four fine old houses, the largest of which stands apart from the other three. These are the Ridout Houses, though only the largest one is now known by that name. This house was built in 1752 by John Ridout, Secretary to Governor Horatio Sharpe, who was his life-long friend, even though the handsome daughter of Governor Ogle refused him to marry his secretary—in fact, Governor Sharpe stayed at the Ridout House so often that one of the bedrooms is known as the "Governor's Room."

The other three houses were built by John Ridout for his three children, Horatio and Samuel Ridout, and Mrs. Gibson.

Dr. William G. Ridout, great-grandson of John Ridout, now owns the old home, and resides there with his family.

Chase House.

Just acress from the Harwood House on Maryland avenue is the largest of the old Annapolis homes. It was built in 1770 by Judge Samuel Chase, Signer of the Declaration of Independence. The marble mantels in the dining and reception rooms are carved to represent scenes from Shakespeare's plays. The house was inherited by Governor Edward Lloyd, Governor from 1809 to 1811, his father having bought it from Judge Samuel Chase when he removed to Baltimore. Governor Lloyd, when he returned to "Wye House", gave it to his son-in-law, Henry Hall Harwood, who sold it to Captain Edward Gibson of the U. S. Navy. In 1847, Hester Ann Chase, daughter of Jeremiah T. Chase and niece of the

CARROLL MANSION.—*Photo by Schaefer.*

See page 110.

builder, bought it back into the family. It then became the property of Mrs. Hester Ann Chase Ridout, who also inherited "White Hall", and she gave it to the Episcopal Church as a home for aged women.

Governor Sharpe's Colonial bedstead with steps, eight-day clock, and a set of china with the Chase arms are in the house, which is open to the public.

Stairway—Chase House.

This beautiful hall and stairway is in the old Chase House on Maryland avenue. The balcony is supported by pillars—one of which can be seen in the picture. Opposite the niches containing the statutes is an immense Colonial window, and the carving on all the wood work is especially fine and artistic.

Harwood House.

In 1760 Mr. Buckland designed for William Hammond, a famous Annapolis lawyer, what is probably the handsomest of the Colonial homes in this city. The foundation is built five feet thick, and the mantels, windows and doors and the frames around these, and the shutters are carved in arabesque—even the wainscoting being richly inlaid. When the house was complete, Mr. Hammond went to Philadelphia to select the furnishings, and on his return, a very important case having arisen, it was some days before he was free to call upon his fiancee, and the young lady, greatly incensed at what she considered his neglect, broke off the engagement, and Mr. Hammond reamined a bachelor until his death.

The house is situated on the corner of Maryland avenue and King George street, just opposite the Chase House, whose owner paid Mr. Hammond $10,000, that he might not erect a third story, and thus obstruct his view of the Chesapeake—Mr. Hammond, therefore, added the two wings to the main house.

In 1811 Jeremiah Townley Chase, Chief Justice of Maryland, purchased the place for his eldest daughter, Frances Townley, wife of Richard Lockerman, who herself designed the beautiful garden, which entended from King George to Prince George street, and planted the box walks. Later the house was occupied by William Harwood and family, whose wife was the granddaughter of Judge Chase. It is now owned by Judge Chase's great-granddaughter, Miss Hester Harwood, who lived there until the death of her sister, a few years ago.

This house was the birthplace of William Pinkney, Fifth Bishop of Maryland, and nephew of the famous William Pinkney.

The Old State House.

The old portion of the present State House was built in 1772. Though built at such an early date it was nevertheless the third on that site. When

the capital removed from St. Mary's City to Annapolis in 1694, the first session of the Assembly was held in a private residence owned by Col. Edward Dorsey. One of its first acts was to provide for the erection of a State House. This was completed in 1696, and had a brief and disastrous career. In 1699 it was struck by lightning while the Assembly was in session. A representative from Calvert County, James Crauford, was killed, several other persons severly injured, and the building considerably damaged. Only five years later, 1704, the building was completely destroyed by fire, and many valuable Colonial records lost. By 1706 a second building was completed on the same site. This stood until 1770, when it was torn down to make room for the present structure. This building is probably the only State House in the country built prior to the Revolution and still in use. It in one hundred and twenty feet front with a depth of one hundred and seventy-five feet, and about two hundred feet in height to the top of the dome. It was considered the most imposing State House in the country up to the end of the century in which it was built. In 1798 a small geography was published by a New England school-master. In his description of Annapolis, he states, "the town is built in a circle around a State House which is the finest in the United States."

Congress was in session here, when, on December 23, 1783, General Washington surrendered his commission as Commander-in-Chief of the American Army, and the following year it was in this building that Congress ratified the Treaty of Peace with Great Britain.

Stairway—Old State House.

This handsome old stairway, and the library to which it leads have entirely disappeared, having been torn down to make room for the new part of the State House. The library was used until 1804 as the General Court of Maryland, and was unoccupied until 1834, when the library was moved from the present office of the Adutant General to these quarters.

State House Annex.

Because of the increased size of the Legislature, and the enlarged business of the State Government, the Legislative Chambers, committee rooms and offices of the old State House were found insufficient. In 1902 the Legislature created a Commission and provided funds for the erection of an annex. This annex was completed in 1905, and cost the State about $800,000. It contains, in addition to ample committee rooms and other accommodation, two spacious chambers used respectively by the Senate and House of Delegates. We find in these chambers, as well as in the corridors, some of the finest interior marble work to be seen in this country. The abandoned Senate Chamber in the old building has been restored to the form and appearance it bore at the time when Washington

Stairway, Old State House.—*Photo by Schaefer.*

See page 114.

resigned his commission there as Commander-in-Chief of the Continental Army. The old House of Delegates Chamber now houses a permanent exhibit of the Maryland Geological Survey.

St. John's College.

In 1774 Stephen Bordley conveyed to Governor Thomas Bladen four acres of land as the site for the erection of a Governor's Mansion. The building was well under way when the Governor and the Assembly had a disagreement concerning funds for its completion, and it consequently remained unfinished for many years, bearing during this time the appellation of "Bladen's Folley". In 1784 the property was given by the State for the use of a college, and subscriptions amounting to £32,100 collected. The Legislature appropriated annually and forever £1,750 for the use of the college, and gave also the library of the old King William's School, which had long before gone out of existence.

The building intended as the Governor's Mansion was completed and named McDowell Hall after Prof. John McDowell, who had been chosen president of the college. In 1806 in spite of the persistent opposition of Wm. Pinkney and others the Legislature repealed the Charter of the college, but later gave the trustees £3,000 to prevent a claim being made against the State.

The institution was formally opened in 1789 for the reception of students, and many eloquent and effective addresses were delivered on the occasion by prominent men of the day. The following year George Washington, then President of the United States, visited the college and attended a meeting of the Board of Trustees. During the Revolution, what is now the campus was used as a camping ground by French soldiers under Rochambeau, when on their way from the North to Yorktown. During the War of 1812 these grounds were again used for the same purpose by American troops. In 1835 Humphrey Hall was built as a residence for students and teachers. It was named after Rev. Hector Humphreys, who had obtained donations for the school amounting to more than $12,000. In 1857 another dormitory building was built and named in honor of Wm. Pinkney, a friend and patron of the institution.

At the outbreak of the Civil War, the Federal Government seized the grounds and buildings for military purposes—the State appropriation was withdrawn and educational operations ceased until 1866, when the college was reopened by Dr. Henry Barnard, formerly State Superintendent of Education in Connecticut, and who, in 1867, became the first United States Commissioner of Education. In 1903 and 1908 Senior Hall and the Gymnasium were respectively added to the group of buildings. In February, 1909, McDowell Hall was completely wrecked by fire, nothing but portions of the brick walls remaining—it has, however, been rebuilt and presents the same appearance as formerly. The Class Shields which

adorned the walls of the chapel were rescued at the time of the fire and have been restored to their old places in the reconstructed building.

St. John's is the Alma Mater of many of the illustrious sons of our great republic, and on its records are found such names as Benjamin Ogle, Richard Harwood, Francis Scott Key, George Washington Custis, Reverdy Johnson, Bishop William Pinkney, and many others. Recently James T. Woodward, of "Edgewood", Anne Arundel County, and later of New York, paid off a debt on the college, gave Woodward Hall, and continued to help the institution in various ways until his death in 1910.

REMOVAL OF THE STATE CAPITAL FROM ST. MARY'S TO ANNAPOLIS. 1694.

By Elihu S. Riley.

Plant a capital on any site, and it immediately throws out its tendrils, and takes root in the body politic and in the affections of the people. Time increases the depth of these roots, and diminishes the chances of their transplanting. History establishes the fact that capitals are not easily removed from one place to another, and that a State clings to the site of its ancient capital with almost religious veneration.

Maryland, since her settlement as a colony, has had but two substantial changes of her capital. Several temporary removals of the place of the meeting of the General Assembly and the sessions of the Courts have taken place, but from 1634, the year of the settlement of Maryland, to 1683, "St. Marie's," in St. Mary's County, remained legally, and, most of the time, really, the venerated capital of Maryland.

The first evidence St. Mary's had that its treasured prerogative, the possession of the capital, could be taken from her, was in 1654, after the parliamentary commissioners, Bennett and Claiborne, had reduced the colony to obedience to the commonwealth—to which authority it was never overtly disobedient. The Assembly, called by the Puritan provincial authorities, met at one Richard Preston's house on the Patuxent River, to which place the documents and records of the colony had been removed. In 1656, whilst St. Mary's remained the residence of Lord Baltimore's Lieutenant in the Province, Governor Fendall, Patuxent still continued the place of the regular meeting of the General Assembly. St. Mary's, in the year 1659, was fully restored to all her ancient prerogative, and, in that year, the session of the General Assembly was held there.

St. Mary's remained undisturbed in her re-acknowledged honors until 1683, when, through the remoteness of the town from the rest of the Province, its inconvenience, and expense of access, which had always been "felt and often complained of," she was once more temporarily shorn

STATE HOUSE ANNEX.—*Photo by Casler.*

See page 114.

of her laurels. The will of the Proprietary and feelings of the people conspired to sustain the privileges of this ancient city; but the former, in 1683, yielded to the desires of the long-suffering people, and the Assembly was removed, with the courts and provincial offices, to a place called the "Ridge," in Anne Arundel County. One session only of the General Assembly was held here. The poor accommodations of the Ridge drove them hence, and the peripatetic capital took up its abode on Battle Creek, on the Patuxent River, from whence, after a session of three days only, it was again removed to its old site, the city of St. Mary's. The Provincial Court found it necessary to adjourn also from the Ridge, from the want of necessary accommodation.

Once more settled at St. Mar's, the Proprietary gave the inhabitants of that town a written promise that the capital "should not be removed again during his life". Resting under this assurance the people of St. Mary's had reason to feel secure in the possession of the capital of the Province, at least, for the uncertain duration of the Proprietary's life. Subsequent events proved the vanity of human calculations upon this tenure.

The town of Providence, evidently, had a desire for the location of the seat of government within its limits very early in its history, for in 1674, when the Legislature was considering the propriety of erecting a State House, prison, and office, at the Ridge, a member of the lower house stated, and the house sent the message to the Governor and Council that "there are severall persons of qualitie in Anne Arundel County that will undertake to build State House, prison and office at their own charge onlie to be repaid by the countrey when the buildings are finished and to build a House for his Excelency, at their own proper costs and charges." The Lower House showed that it was fully ripe for the innovation by voting "that it be necessarie and this house doe petition his Excelencie accordinglie."

The Upper House gave a sharp reply. It returned "answer to which vote the Captaine General signifieth to the Lower House that he, having by writieing allreadie declared his choice and the public faith being allreadie passed, and conceiving that this Last Paper is noe answer to the last message of this House touching the Buildings, doth not thinke fit to take anie further notice of the said Paper; but that the Lower House be desired to signefie to this House of what dimension the said Buildings are to be and then some persons will offer themselves as undertakers of the same."

In 1689, William of Orange mounted the thorne of England, and Protestanism became the ascendant religion in that kingdom. Lord Baltimore received instructions to proclaim William and Mary, as sovereigns, in the province of Maryland. He promptly obeyed the command. His orders, however, failed to reach his agents in Maryland in proper season, and, waiting to hear his mind in the amtter, the Proprietary's "timid

deputies lost him his government by shirking in a moment of emergency above the ordinary restrictions of law, from the exercise of powers not nominated in their commission.''

The instrument of the revolution in the Province was an organization known as ''An Association in arms for the defense of the Protestant religion, and for asserting the rights of King William and Queen Mary to the Province of Maryland and all the English dominions.'' John Coode was the leader of the association. After a brief struggle, the association, in August, 1689, obtained entire possession of the Province. A convention was immediately held in the name of the association, and a full account of the proceedings and purposes of the organization was submitted to the King.

The King approved the revolution, and the Province remained under the authority of the convention until April 9th, 1692. At that time, in accordance with the wishes of the convention, Sir Lionel Copley, who had appointed the first royal governor of Maryland, assumed control of the affairs of the Province. He convened the Legislature immediately. Notwithstanding the Governor counselled moderation in legislation, the General Assembly commenced its work by throwing a fire brand in the Province, in thanking the King for redeeming them ''from the arbitrary will and pleasure of a tyrannical Popish government under which they had so long groaned.'' A most gratuitous and unwarrantable assertion. They followed up that charge, with the establishment of the Protestant religion in the Province, and providing its support by general taxation. Lord Baltimore's agent were then prohibited from receiving port duties, and his collection of his land rents was grievously interferred with.

The old city of St. Mary's, around which clustered all the historic associations of early settlement, and which had been the permanent seat of government since the existence of the colony, was immolated in turn upon the altar of revolution. The town at this time, 1694, contained about sixty houses—a number it had reached a few years after its settlement. It had soon obtained its full growth. Stunted in its early energies, its vital powers were sapped, and, at the period when the removal of the capital was suggested, had become ''a mere landing-place for the trade of its own immediate neighborhood.'' St. Mary's had several disadvantages that presented the town unfavorably to the body of legislators. Situated at the southern extremity of the Province, it was remote from the rest of the inhabitants, and the expense and inconvenience, in those days of incommodious traveling, attended access to, and egress from the place. Besides its local disadvantageous, it had one feature to discommend it to the partizans of that day. Its people were Catholics, whilst the Legislature was peculiarily Protestant, at least, as far as illiberal men could represent Protestant principles. With all these against it, there is no wonder at the result, although a State House of respectable dimensions at St. Mary's indicated what expense would attend the loss of one capitol, and the building of another.

St. John's College.—*Photo by Schaefer.*

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The place contemplated as the new capital was the "Town at Proctors," now Annapolis. This place, as we may judge from an almost contemporary description of it, was not so large even as St. Mary's but, by an Act of the Legislature of 1683, it had been created as a town and port on entry. In 1694, previous to the removal of the capital, it was named "Anne Arundel Town," and was made the residence of the district collector, the naval officer, and their deputies, "for the dispatch of shipping." Passing ahead of the period of which we are writing, we quote a description of the town penned about six years later. In reads, "Col. Nicholson has done his endeavor to make a town of that place. There are about forty dwelling houses in it, seven or eight of which can afford a good lodging or accommodations for strangers. There are also a State House and a free school, built of brick, which makes a great show among a parcel of wooden houses, and the foundation of a church laid, the only brick church in Maryland. They have two market days in a week; and had Governor Nicholson continued there a few months longer, he had brought it to perfection."

The people of St. Mary's were not disposed to let this valued treasure slip from their grasp, without making the most strenuous effort to retain it. They turned their eyes toward Governor Nicholson, lifted up their hands, and, casting themselves at his feet in an agony of desperation, as their only hope, prayed him for succor in this, the day of their calamity. They directed a petition to him as "his Excellency," and as "Captain General and Governor in chief, in and over this, their Majesty's province and Territory of Maryland." The address began, "The Mayor, Recorder, Aldermen, Common Councilmen, and Freemen, of the city of St. Mary's in the said province, and principally, from the bottom of their hearts, they rejoice in your Excellency's happy accession to this, your Government; and sincerely pray for your peaceable and quiet enjoyment thereof, and long and prosperous continuance therein for the Glory of God, their Majesty's service, the good and benefit of their subjects, and your own particular comfort and satisfaction."

The petition then proceeds to supplicate the Governor to continue to the petitioners "their ancient franchises, rights, and privileges, granted them by their charter with such other benefits and advantages as hath been accustomed and generally allowed, and, from time to time, continued to them by your predecessors, rulers, and governors of the province, humbly offering and proposing to your Excellency these following reasons as motives inducing thereto."

These reasons were classed under sixteen heads. The first in full:

"Imprimus, As that it was the prime and original settlement of the province, and from the first seating thereof for about sixty years hath been the antient and chief seat of Government."

The second reason was because Lord Baltimore had conferred on it, in consideration of the above fact, especial privileges.

The third paragraph set forth that the capital should remain where it was, because "the situation in itself is most pleasant and healthful, and naturally commodious in all respects for the purpose, being plentifully and well watered with good and wholesome springs, and almost encompassed around with harbor for shipping, where five hundred sail of ship, at least, may securely ride at anchor before the city." The town also contained, this section asserted, excellent points of land on which to erect fortifications to defend the said shipping, and for the preservation of the "public magazine and records of the province."

The fourth argument recited that the capital ought not to be removed, because, by an act of the Legislature of 1662, land was bought, and in 1674, the Legislature passed an act to build a State House and a prison, which cost the province 300,000 pounds of tobacco; and in the next asserted that the inhabitants of St. Mary's had made and paid a free offering of 100,000 pounds of tobacco to build Lord Baltimore a house adjacent to the town.

The sixth and seventh paragraphs recounted the removal of the Legislature and courts to the Ridge in 1683, and those inconveniences that brought again the capital to the "antient seat of government."

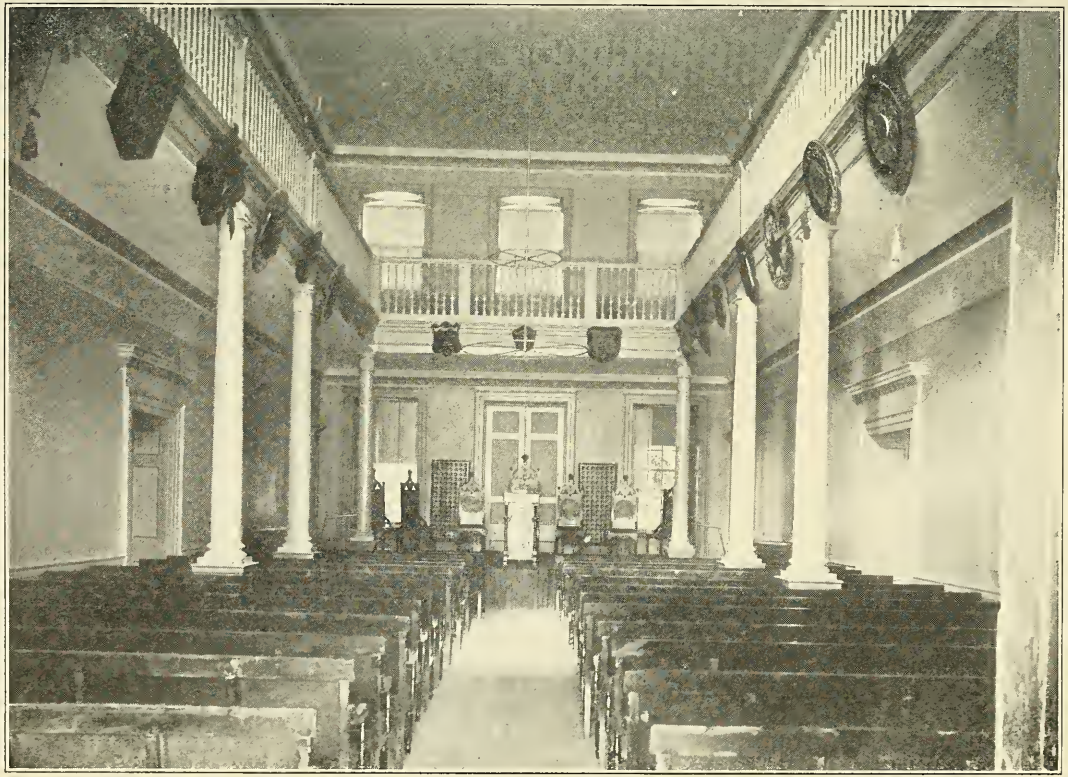
The eighth reason given was that, for the encouragement of the inhabitants of St. Mary's to make provision for the accommodation of the persons who would be called to the town by public business, Lord Baltimore promised the seat of government should not be removed from St. Mary's during his life.

The ninth section states that "upon which encouragement given, several of the inhabitants of the said city have launched out, disbursed considerable estates to their great impoverishment and almost utter ruin, if they should be defeated of such, their promised encouragement, and not only so, but divers others the inhabitants for several miles about contiguous and adjacent to the said county, upon the same encouragement of his Lordship, have seated themselves upon mean and indifferent lands, and laid out their own estate, and made improvements thereon, barely for the raising of stock wherewith to supply the said city for the end and purpose aforesaid, which is now become their whole and only dependence for their future support and maintenance."

The tenth paragraph laid down the advantageous of St. Mary's, as to its convenience for masters of vessels and others coming in and going out of the province, for the dispatch of letters and expresses, its accessibleness from Patuxent and Potomac Rivers, and the "Main Bay," and the colony of Virginia, "with whom" the petition affirmed, "mutual intercourse and correspondence is most undeniably necessary and material."

The eleventh reason given announced that the capital should not be removed because Gov. Copley had been required to enter upon his gubernatorial duties at St. Mary's.

The twelfth set forth that "scarce any precedent can be produced of



CHAPEL, McDowell Hall, St. John's College. Before the fire of 1909.—*Photo by Schaefer.*

See page 115.

so sudden a change, as the removal of the antient and chief seat of government, upon the careless suggestion and allegation of some particular persons for their own private interest and advantage;'' and evidently to array Gov. Nicholson upon the side of St. Mary's, the petitioners flattered him with the soft impeachment that the removal of the capital was invested with him as their Majectys' representative, and, at his Excellency's feet,'' continued the petitioners, ''we humbly cast ourselves for relief and support against the calamities and ruin wherewith we are threatened, and wholly relying upon your Excellency's grace and favor therein, with whom, we also conceive, should be good manners in all persons first to treat and interceed, before they presume to make any peremptory result, in case of so high a nature as this may be.''

The thirteenth and fourteenth paragraphs reminded the Governor that, in 1692, ''it was put to the vote of a full house, whether the holding of the Courts and Assembly at Saint Mary's were a grievance, or not, and carried in the negative,'' and they, the petitioners ''humbly conceive that house did well consider all difficulties and outlays, losses, and all expenses to be incurred in moving the capital, besides the hazards and casualties of removing and transporting the records from one place to another, of which already some experience hath been had.''

To meet all the objections of inconvenience of travel to the ''antient and chief seat of government,'' the petitioners offered to provide as soon as possible ''a coach, or caravan, or both, to go at all times of public meeting of Assemblies and Provincial Courts, and so forth, every day, daily, between St. Mary's and Patuxent River, and at all other times, once a week, and also to keep constantly on hand a dozen horses at least, with suitable furniture, for any person, or persons, having occasion to ride post, or otherwise, with or without a guide, to any port of the province on the Western shore.''

The sixteenth and concluding paragraph argued that the objection that St. Mary's was not in the centre of the province, and, therefore, not suitable as the capital, was conspicuously untenable from the fact that the Imperial Court is held in London, ''as far from the centre of England as St. Marie's in this province; Boston, in New England; Port Royal, in Jamiaca; Jamestown, in Virginia; and almost all others, their Majesties American planations, where are still kept and continued in their first ancient stations and places, the chief seat of government and courts of judicature.''

Then follow the names of the Mayor, Aldermen and Councilmen of St. Marie's, with the freemen thereof, among the latter being that of John Coode.

After the signatures comes an especial sop for the Governor's vanity, in which the same parties hoped that the reasons and motives herewith offered to his Excellency and the Council will prevent their assent to the contemplated law, and affirmed that they placed their reliance on

''his Excellency's known experience, assisted by so worthy a Council.'' They urged again that it was a royal prerogative only to change the seat of government, and when that authority was invaded ''the State is in a confusion.'' Knowing their Majesties' respect for the rights of their subjects, as ''sufficiently evidenced by their placing a *person of your Excellency's known regard to the same at the helm of the government*, the petitioners do humbly conceive that it is not consistent with the rules of gratitude for so great a blessing, as to pass a law which your petitioners are well informed, is an apparent incroachment upon their Majesties' prerogative.''

They supplemented their lengthy review of the case with a prayer, which *showed* how solicitous the people of St. Mary's were for the reputation of the State. ''Least,'' said the petitioners, ''the province may be so blamed as to have it said that it was the first of the American plantations, that offered violence to the prerogative of so worthy a prince,'' they ask that the Governor will reject the bill, until, at least, leave be first obtained from the Majesty. An apology for putting with so much freedom his Excellency in mind of a matter which they knew was his ''chiefest care to preserve,'' concludes the paper. The Governor sent the petition to the lower house.

The quaint and jeering reply of that body to this petition was found in a yellow and musty MS, at the Land Office, Annapolis, Md. It is quoted entire:

''By the Assembly, Oct. the 11th, 1694.

''This House have read and considered of the petitions and reasons of the Mayor, Aldermen, and others, calling themselves Common Council and Freemen of the City of St. Maries, against removing the Courts and Assembly of, from this Corner and poorest place in the province, to the center and best abilitated place thereof. Although wee conceive the motives there laid downe, are hardly deserving any answer at all, many of them being *against the plain matter of fact*, some against reason, and all against Generall good and wellfaire of the province; yet, because your Excellency has been pleased to lay them before us, wee humbly returne this, our sence of the same, that as to the 1: 2: 3: 4: 5: 6: 7: and 8: Reasons, relating to what his Lord Proprietary has thought fitt, to doe to the city of St. Maries, it is noe Rule, nor Guide to their Majesties, your Excellency, nor this house. *Itt seemes in some parts to reflect* on his Lord Proprietary more than this house believes is true, or deserved by his Lord Proprietary.

''2. As to the 9: this house say that it is against the plain matter of fact, for wee can decerne noe Estate, either laid out, or to lay out in, or about this famous City comparable with other parts of this province. But they say, and can make appeare that there has been moore Money spent here, by three degrees or more, than this city and all the inhabitants for tenn miles round is worth, and say that having had 60ty-odd years exper-

CHASE HOUSE.—*Photo by Schaefer.*

See page 112.

ience of this place, and almost a quarter part of the province devoured by it, and still, like Pharoah's kine, remain as at first, they are discouraged to add any more of their substance to such ill improvers.

"As to the Tenth and Eleventh, wee conceive the being of St. Maries soe neare Virginia, is not soe great an advantage to the province as the placeing the Courts in the Centre and Richest part of the same, which is noe great distance from thence to Virginia either, and nearer New York and other Governments which wee have as much to doe with as Virginia, if not more, and the place as well watered and as Commodious in all respects as St. Maries, which has only served hither to cast a Blemish upon all the rest of the province in the Judgment of all discerning strangers who, perceiving the meanness of the head, must rationally judge proportionably of the body thereof.

"To the 12: 13: and 14: they say that they doe not hold themselves accountable to the Mayor and his Brethern for what they doe for their countrey's service, nor by what measures they do the same, now what time they shall take to doe it in, nor what reasons; and are, and will be as careful of the records and properties of the people, as the proprietary.

"To the 15th: the house say the petitioners offer faire as they have done formerly; but never yet performed any, and this house believes that the Generall welfare of the province ought to take place of that sugar plum of all the Mayor's Coaches, who, as yet, has not one.

"To the 16: this house conceive that the citty of St. Maries is very unequally rankt with London, Boston, Port Royall, etc.

"All which wee humbly offer to your Excellency's juditious Consideration."

All the honeyed words of flattery that fell from the lips of the petitioners upon the ear of his "Excellency," were also unavailing. On the reception of the answer of the House of Delegates, the Council tersely recorded its view of the matter, in this prief paragraph—"This Board concur with the said answers made by the House of Burgesses."

The removal was consummated the ensuing winter, and the Assembly met first on the 28th of February, 1694 (old style), in its new capital.

The archives of the province, which were the objects of such disinterested solicitude on the part of the people of St. Mary's were ordered to be carried "in good strong bags, and to be secured with cordage and hides, and well packed—with guards to attend them night and day, *to be protected from all accidents,* (!) and to be delivered to the Sheriff of Anne Arundel County at Anne Arundel Town." These records reached Annapolis in the winter of 1694-95.

A MARYLAND TEA PARTY.

By John Ellery Tuttle.

In the general agitation in the colonies against "taxation without representation," nowhere was the spirit of opposition to the course of the mother country more outspoken and determined than in Maryland From 1739, when her Assembly successfully opposed the principle of taxation without the consent of the people, to 1765, when Parliament made a determined effort to levy the taxes, Maryland maintained a steady and increasingly bitter fight against them; so that when, in 1767, the tax on tea came, it was like a spark dropping on powder. The people were incensed. Throughout the colony almost universal protest followed, which came to a climax in a famous meeting held in the old Hungerford Tavern, in Rockville, when protest were drawn up against the closing of the port of Boston and supplies were sent to the almost starving people of that city. Especially in the Whig Club of what are now Howard and Montgomery Counties was the excitement intense. Of this the hero of the Maryland Tea Party, Charles Alexander Warfield, of Bushy Park, a physician and major of a battalion of militia, was president and probably the first man in the colony to propose a separation from the mother country. At the height of this general excitement the news came that the brig Peggy Stewart had arrived at Annapolis with a cargor of tea for her owner, Anthony Stewart, well known as an ardent loyalist. A meeting of the Club was at once called and the ardent young patriot, in an impassioned speech, the words of which have not, unfortunately, come down to us, urged them to resent the insult to their colony and the threatened destruction of their liberties. The response to his appeal to mach, at once, to Annapolis and destroy the Peggy Stewart and her cargo was unanimous. Boldly, in broad daylight, without the least disguise or attempt to conceal their purpose, they rode rapidly to the residence of Mr. Stewart. Riding in front of his men, Dr. Warfield called on Stewart to accept one of two propositions. As repeated by an eye witness, he said:

"You must either go with me and apply the torch to your own vessel or hang before your own door."

A gallows was quickly erected in front of the house. The rope dangling from it, the determined face of the patriot, together with his well-known reputation for fearless and prompt action, were very convincing arguments. There was no mistaking the spirit of Warfield. There was a moment's hesitation and then Stewart accepted the inevitable, came down the steps and led the patriots to his vessel, to which he applied the torch.

Home rode the patriot band, the leader to his bride of a year, the others to mothers, wives and sweethearts, having for weal or woe committed themselves, their loved ones and their colony to a war which for

STAIRWAY, Chase Home.—*Photo by Schaefer.*

See page 113.

eight long, bitter years, would demand of Maryland the sacrifice of all her people and the blood of her choicest sons. Of the men who that day burned the Peggy Stewart many marched away afterwards to die on the battlefield, but the leader lived until January, 29, 1813.

SOCIAL LIFE IN THE ANCIENT CITY.

By Hester Dorsey Richardson.

To fully realize the almost medaeval quaintness of our Capital City two hundred years ago, we have but to read the Act of Assembly of 1696, in which it was enacted that "an handsome pair of gates be made at ye coming in at the towne and two triangular houses built for ye Rangers. To have the way from the gate to go directly to the top of the hill without ye town, and to be ditched on each side and sett with quick setts or some such thing."

Maryland had as a result of the Protestant Revolution of 1688 come under the Royal Government, Lord Baltimore's party being overthrown, hence these were King's Rangers who kept guard in the little triangular houses, and it was Their Majesties Representative, who, as Royal Governor of the Province, removed to Annapolis in the year 1694, in whose train followed the gay court circle from the scene of Lord Baltimore's official residence at St. Marie's, changing the quiet little settlement on the Severn into the social centre of the Province.

With Sir Francis Nicholson, ardent Churchman, and patron of learning, came Their Majesties' Provincial Council; the Chancellor and Keeper of The Great Seal; the Judges of the Provincial Court; the Judges of The High Court of Chancery, Military and Civil officers, all of whom with their families and retainers, lent luster to the little Capital.

The house chosen by Sir Francis Nicholson for his official residence, and the meeting place of the Assembly until permanent public buildings could be erected was the Townhouse of Major Edward Dorsey, which is still standing on Prince George's street, and was evidently the most pretentious mansion in the ancient City at the time, as it would not have been befitting the Representative of King William and Queen Mary to have occupied one of inferior proportions to his neighbors.

Social life in those early days was planned on a scale far different from the present. The lantern-bearer, served as escort to the gentleman and ladies who ventured out after dark, while in the day time the streets were not such as to invite walking, and so rather than spoil the imported French slippers the high bred Dames of Colonial Annapolis, when taking the air, rode forth in my Lady's Sedan Chair, borne by stalwart men servants, these luxuries being found among the possessions of ladies of fashion in those far off days, and designated as "Riding Chairs."

Portraits still in existence show the velvet coat, flowing wig, and lace ruffles of Colonial gentlemen, who make quite a brave showing in all the fripperies of the English Court.

Later on when the capital city grew in size and importance, and the wealth of the privileged classes increased annually, many great houses were built in Annapolis, adorned with interior carving and stucco, and planned on such stately architectural lines of beauty, that they are still recognized as models of taste and elegance.

"Nothing could be more interesting than the contemporary accounts of the social life of Annapolis from the year 1770 until the Revolution," as set forth in the letters of William Eddis to a friend at London; "In this remote region" says Eddis, "the phantom pleasure is pursued with as much avidity as on your side of the Atlantic; our races which are just concluded continued four days, and afforded excellent amusement to those who are attached to the pleasure of the turf, and surprising as it may appear, I assure you there are few meetings in England better attended, or where more capital horses are exhibited." Again;

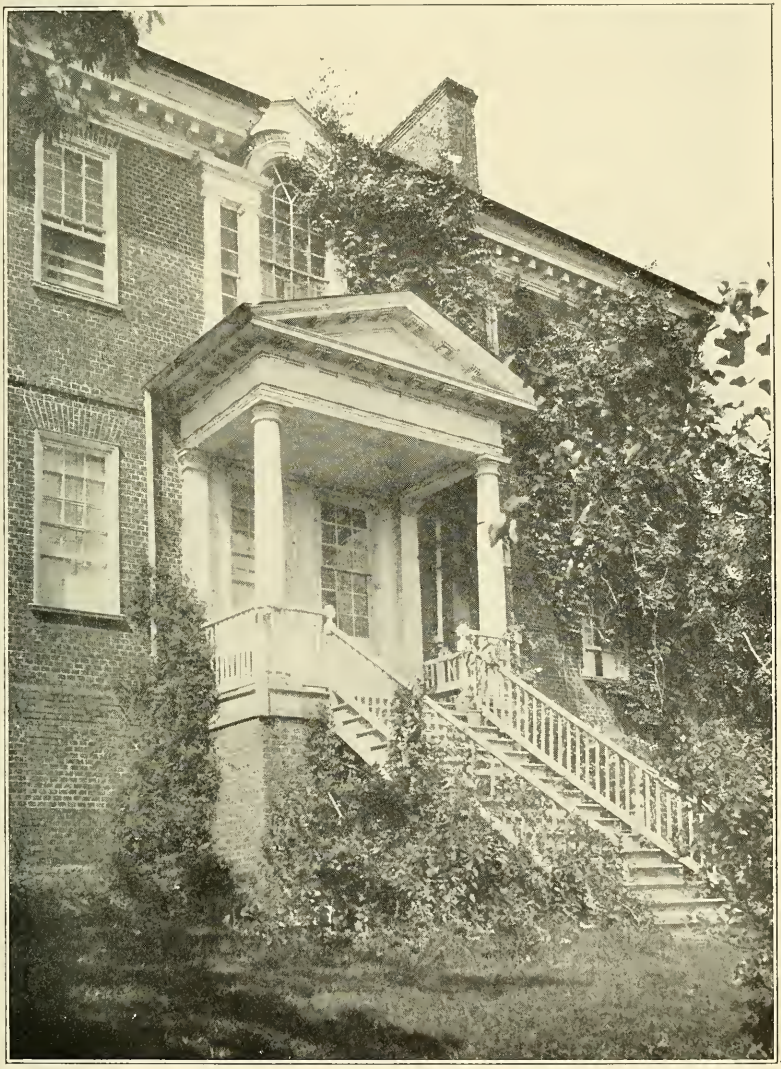
"I am persuaded that there is not a town in England of the same size as Annapolis which can boast a greater number of fashionable and handsome women; and were I not satisfied to the contrary, I should suppose that the majority of our belles possessed every advantage of long and familiar intercourse with the manner and habits of a great metropolis.

"During the winter there are Assemblies every fortnight; the room for dancing is large; the construction elegant; and the whole illuminated to great advantage.

"When I bade farewell to England, I little expected that my passion for the drama could have been gratified in any tolerable degree at a distance so remote from the great mart of genius. My pleasure and my surprise were therefore excited in proportion on finding performers in this country equal at least to those who sustain the best of the first characters in your most celebrated provincial theatres.

"The quick importations of fashions from the mother country" wrote Eddis, "is really astonishing. I am almost inclined to believe that a new fashion is adopted earlier by the polished and affluent American than by many opulent persons of the Metropolis; nor are opportunities wanting to display superior elegance."

The following tribute to the Maryland women of Colonial days should be a stimulus to their descendants, and to the young of the present generation; "It is but justice to confess that the American ladies possess a natural ease and elegance in the whole of their deportment; and that while they assiduously cultivate external accomplishments *they are still more anxiously attentive to the more important embellishments of the mind.*"



RIDOUT HOUSE.—*Photo by Schaefer.*
Entrance from Garden.

See page 112.

THE RISE OF ANNAPOLIS.

William Claiborne, of Virginia, a foremost figure in the early history of the English settlements having their origin on the James and the Potomac, had established a trading post on Kent Isle, when the colonists of Lord Baltimore sailed into the estuary of the Potomac and founded Maryland as St. Mary's City. A merchant adventurer with qualties of the explorer and ruler, Claiborne soon became involved in a controversy with Baltimore, and the latter's colonists broke up his barter with the Indians, and dispersed his men in the first naval battle in the New World. St. Mary's, at the extreme end of the Western Shore Peninsula, became the first Maryland county, Kent the second and Anne Arundel the third. The settlements in St. Mary's and Kent had several years' growth before a finer site than either was known to Baltimore's followers, one destined by natural advantages and location to become and remain the capital of the province and the State. Fifteen years passed ere the original Maryland settlers knew the beauties of the Severn and of the adjacent territory, and it was left for a band of Puritans, fleeing from contumely and rising oppression in Virginia, to plant upon the shores of that river a colony which was speedily to gain power and influence in Maryland. In the very year the Assembly at St. Mary's passed the famous "Toleration Act," whereby freedom of Christian belief and practice was upheld, ten families of Puritans from Nansemond, Virginia, sailed up the Chesapeake and into the month of the Severn and established themselves on Greenberry's Point, soon afterward locating on the peninsular site of Annapolis. Calling their settlement Providence, the next year, 1650, the Puritans sent delegates to the Assembly at St. Mary's, one of whom was made Speaker of the House of Burgesses. At that session an act was passed "erecting Providence into a county by the name of Annarundell County." With Edward Lloyd as commander and other officials, in 1650, Anne Arundel joined St. Mary's and Kent as a political division of the province. Immediately, it appears, antagonism which had before been manifest became acute, and on a question of conscience, touching the oath of allegiance to the Catholic Lord Baltimore, the Puritans refused to make the required acknowledgment, and to again send representatives to St. Mary's. The struggle between Puritan and Cavalier in England was to have its counterpart in Maryland, culminating in governmental changes and conflict, and in an armed meeting on the banks of the Severn. On Sunday, March 25, 1655, Lord Baltimore's governor, William Stone, with an army of 150 men from St. Mary's, was defeated and taken prisoner by the Puritans on the east side of Spa Creek (Horn Point). His force was dispersed, several of the captives executed and for a time the Puritans were in control of the colony. Three years later Lord Baltimore regained complete control of Maryland, the Cromwellian government was ousted, and Lord Baltimore's authority was formally ackwnoledged by

the people of Providence. As time went by, for reasons of religion and on account of its inconvenient location, opposition to St. Mary's gathered and finally, in 1694, the capital was removed to Anne Arundel Town and its name was changed to Annapolis. A few years later Annapolis is recorded as having about forty dwellings, a State House and a free school, built of brick, "which make a great show among a parcel of wooden houses, and the foundation of a church is laid, the only brick church in Maryland."

After being dignified with a city charter, the growth of Annapolis as the political and social center of the province was rapid. It became the chief port of Maryland. Tobacco, the staple crop of the province (and its currency) was exported in large quantities to Britain, and enriched the planters, many of whom soon had "town houses" in Annapolis. The Legislature, the courts, the races, at certain seasons of the years, drew to the city wealthy and fashionable Maryland families, and the Virginia landholders on the southern banks of the Potomac. "The provincial State House became better known as a ball room than a hall of legislation. French hair-dressers, tailors and perfumers plied their trades in the city, and Annapolis soon came to merit the name" of the Athens of America. It then lay on the high-road from the Southern colonies to New England, and travelers from abroad visited it. Some of these have left on record piquant glimpses of the city. Long before the American Revolution it was conspicious as the seat of wealth and fashion; the luxurious habits, the elegant accomplishments and profuse hospitality of its inhabitants were proverbially known throughout the colonies.—*From Maryland in Prose and Poetry.*

SONNETS BY RT. REV. WILLIAM PINKNEY, D.D.

ST. JOHN'S, ANNAPOLIS.

'Tis strange that we should wander all alone,
And muse upon the sunny days gone by,
When Hope was spanning with her bow the sky,
And every wind breathed a familiar tone,
And every eye with recognition shone,
While Fancy did on golden pinions fly
'Mid scenes that seemed too bright to droop or die,
Nor sky, nor earth, nor forms beside our own.
But ah! 'tis not more strange than it is true,
That we who walk the classic grounds today,
And gaze upon the same bright drops of dew
That sparkle where we once did sportive play,
Will find but little left to greet us here,
Save faded garlands and the heart's warm tear.

PEGGY STEWART HOUSE.—*Photo by Schaefer.*

See page 110.

ANNAPOLIS.

Annapolis! how beautiful art thou!
The sweetest, fairest spot on earth to me.
No rival can the palm dispute with thee,
Or wrest the laurel from thy aged brow,
Or rob thee of thy children's plighted vow.
What other sky in hue can softer be,
What bluer wave can glimmer o'er the lea.
Than lend to thee their soft enchantment now?
Thou are not richer in thy trees and flowers
Than in the sons thou to the world hast given,
Whose names are wafted on the dewy hours,
In deathless echoes, through the vault of heaven.
Nor Greece nor Rome can boast a fairer name,
Or circle earth with brighter belt of fame.

ST. JOHN'S, AFTER FORTY YEARS' ABSENCE.

The friends I love no longer roam with me,
I tread alone the now deserted hall,
And pluck the ivy from the moss-grown wall,
Subdued and saddened by the change I see.
There stands the noted, grand old tulip tree,
Which did refreshing shade afford to all,
Whose footsteps did in echoes gently fall
Where every sound was tuned to melody.
'Twas but the other day I sauntered where
I loved to linger, long, long time ago.
The tree, dismembered, still is standing there,
The Severn glides along in tranquil flow;
But ah! the loved ones, they are sleeping now,
Death's icy signet is upon their brow.

THE OLD POPLAR AT ANNAPOLIS.

Oh! I remember well the tulip tree,
Beneath whose overhanging boughs, at eve,
I loved to sit and golden visions weave,
When hope was painting scenes so bright for me,
And every leaflet moved to melody.
I never dreamed those visions could deceive,
Or disappointment could a shadow leave
Upon a heart so bouyant and so free.
I hear the south wind, as it breathed that night,
When I reclined beneath the soothing shade;
But ah! the forms have faded from my sight,
Which once, with me, beneath that old tree played.
The stalwart branches hover in their might,
While I remain confounded and dismayed.

ARBOR AND BIRD DAY ANNIVERSARY.

(Date to be determined by Proclamation of the Governor.)

SUGGESTIVE PROGRAM.

Selected Scripture Reading.....The Principal
Song—"This Is Arbor Day".....The School
Short Recitations, Selected.....Elementary Pupil
Reading—"Celebrated Trees of Foreign Lands".....Advanced Pupil
Song—"Sweet and Low".....The School
Best Essay on "School Gardens".....A Pupil
What the Pupils Can Do to Improve the School Grounds.....A Teacher
Reading—"Suggestions for Planting".....A Pupil
Recitation—Selection .....A Pupil
Closing—Arbor Day Song.....The School

SONG—THIS IS ARBOR DAY.

(Tune: Lightly Row.)

Arbor Day, Arbor Day,
See, the fields are fresh and green;
All is bright, cheerful sight,
After winter's night.
Birds are flying in the air,
All we see is fresh and fair;
Bowers green, now are seen,
Flowers peep between.

Swaying trees, swaying trees,
Rocking gently in the breeze,
Dressed so gay, fine array,
For this is Arbor Day.
While we plant our tree so dear,
All the others list to hear
How we sing, in the spring,
And our voices ring.

Here we stand, here we stand,
Round the tree, a royal band.
Music floats, cheering notes,
Sweet, gaily floats.
March along with heads so high
While our tree is standing nigh;
Step away, light and gay,
On this Arbor Day.

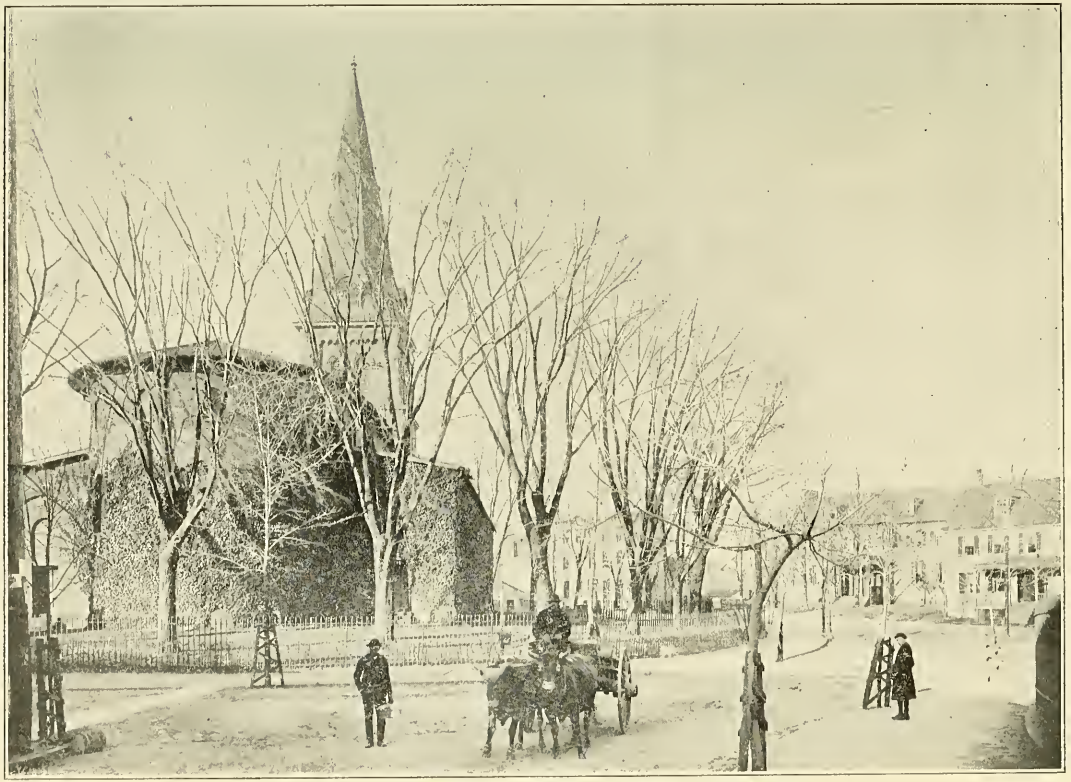
—*Selected.*

ARBOR DAY SONG.

(Tune: Maryland, My Maryland.)

Again we come this day to greet,
Arbor Day, Sweet Arbor Day,
Wih willing hands and nimble feet,
Arbor Day, Sweet Arbor Day.
No sweeter theme our time can claim
No grander deed points us to fame,
No day more proud than this we name,
Arbor Day, Dear Arbor Day.

Bring forth the trees, prepare the earth
For Arbor Day, Sweet Arbor Day.
With song we celebrate the birth
Of Arbor Day, Sweet Arbor Day.
And when our joyous task is done,
And we our need of praise have won,
The glorious work's but just begun,
For Arbor Day, Dear Arbor Day.



St. Anne's Episcopal Church.—*Photo by Schaefer.*
Note tombs in yard, some of which date back as early as 1699.

See page 111.

SWEET AND LOW.

Song.

Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
Under the silver moon;
Sleep, my little one, sleep, my pretty one, sleep.

—*From "The Princess," Alfred Tennyson.*

WE THANK THEE

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird and hum of bee;
For all things fair we hear or see,
Father in Heaven, we thank Thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in Heaven, we thank Thee.

A man does not plant a tree for himself; he plants it for posterity. And, sitting idly in the sunshine, I think at times of the unborn people who will, to some small extent, be indebted to me. Remember me kindly, ye future men and women. When I am dead, the juice of my apples will spurt and foam in your cider-presses, my plums will gather for you their misty bloom; and that any of your youngsters should be choked by any of my cherry-stones, merciful Heaven forfend!

—*Alexander Smith (In Dreamthrop).*

Give the fools their gold and knaves their power,
Let fortune's bubbles rise and fall;
Who sows a field or trains a flower,
Or plants a tree is more than all.
For he who blesses most is blest;
And God and man shall own his worth,
Who toils to leave as his bequest,
And added beauty to the earth.

—*Whittier.*

A FOREST HYMN.

The groves were God's first temples. Ere man learned
To hew the shaft, and lay the architrave,
And spread the roof above them—ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amid the cool and silence, he knelt down,
And offered to the Mightiest solemn thanks
And supplication. For his simple heart
Might not resist the sacred influences
Which, from the stilly twilight of the place,
And from the gray old trunks that high in heaven
Mingled their mossy boughs, and from the sound
Of the invisible breath that swayed at once
All their green tops, stole over him, and bowed
His spirit with the thought of boundless power
And inaccessible majesty. Ah, why
Should we, in the world's riper years, neglect
God ancient sanctuaries, and adore
Only among the crowd, and under roofs
That our frail hands have raised? Let me, at least,
Here, in the shadow of this aged wood,
Offer one hymn—thrice happy, if it find
Acceptance in His ear.

—*William Cullen Bryant.*

THE WOODS THAT BRING THE SUNSET NEAR.

The wind from out the west is blowing;
The homeward-wandering cows are lowing;
Dark grow the pine-woods, dark and drear—
The woods that bring the sunset near.

When o'er wide seas the sun declines,
Far off its fading glory shines,—
Far off, sublime, and full of fear,—
The Pine-woods bring the sunset near.

This house that looks to east, to west,
This, dear one, is our home, our rest;
Yonder the stormy sea, and here
The woods that bring the sunset near.

—*Richard Watson Gilder.*

It is true that the wealth of a jewel
Is valued because of its size?
Do the largest flowers in our garden beds
Most appeal to admiring eyes?

Do you think that the little violet
In its modest garb of blue,
Would exchange its native sweetness
For the sunflower's gaudy hue?

—*Mrs. Sarah A. Chandler.*

FOUR-LEAF CLOVER.

I know a place where the sun is like gold,
And the cherry blooms bursts with snow,
And down underneath is the loveliest nook,
Where the four-leaf clovers grow.

One leaf is for hope, and one is for faith,
And one is for love, you know,
And God put another in for luck—
If you search, you will find where they grow.

But you must have hope, and you must have faith,
You must love and be strong—and so—
If you work, if you wait, you will find the place
Where he four-leaf clovers grow.

—***Ella Higginson.***

INTERIOR ST. MARY'S CATHOLIC CHURCH,—*Photo by Schaefer.*

See page 110.

THE TREE'S FRIENDS.

Oh the tree loves me sang the tiny flow'r,
For he shades me all the day,
From the sun's fierce heat or the pelting rain
And content at his feet I stay.

Oh, the tree loves me sang the happy bird,
My nest on his mighty arm
Is fastened safe, and my babies rock
In their cradle safe from harm.

Oh, the tree loves me sang the little child,
For he gives me blossoms sweet,
Then the sun shines warm on his laden boughs
Till the ripe fruit drops at my feet.
—*Songs of the Child World—Gaynor.*

AN ARBOR DAY TREE.

Dear little tree that we plant today,
What will you be when we're old and gray?
"The saving bank of the squirrel and mouse,
For robin and wren an apartment house,
The dressing room of the butterfly's ball,
The locust and katydid's concert hall.
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon.
And my leaves shall whisper them merrily
A tale of the children who planted me."
—*Youth's Companion.*

DO YOU KNOW

That the tree is like a *mill* that runs itself?

The *raw materials* it uses are the minerals from the soil and the gases from the air.

The leaves are the *machinery* that take charge of the raw material and make it into the finished product, sap, that goes to feed every part of the tree.

The sunlight is the *power* that runs the machinery.

The *waste products* of this mill that the leaves send off into the air are the very things that we human beings need most, oxygen to breathe and moisture.

Do you know of any other manufactory that runs itself, furnishes its own materials and gives away its products to bless and brighten the world?

That trees are the oldest living inhabitants on the face of the globe? That there are trees *living now* in California that were already one thousand years old when Columbus discovered America?

That the trunk of a tree one foot in diameter and twenty feet high can bear a weight of over thirty tons (61,600 lbs.)

That a full-grown tree sends out 187 gallons of water a day through its leaves into the air? Think what a difference that makes in hot, dry weather.

IN APPLE TREE TOWN.

Three wise men lived
  In Apple-Tree Town,
So wise, each wore
  A big, big frown,
But they couldn't tell whether
  —Ahem! Ahem!—
The apple seed points to the
  Flower or stem;
  'Tis sad, but true,
That none of them knew—
Do you? Do you? Do you?

WHAT THE TREES TEACH US.

(For Fourteen Small Pupils.)

First Pupil.
  I am taught by the Oak to be rugged and strong
    In defense of the right; in defiance of wrong.
Second Pupil.
  I have learned from the Maple, that beauty to win
    The love of all hearts, must have sweetness within.
Third Pupil.
  The Beech, with its branches wide spreading and low,
    Awakes in my heart hospitality's glow.
Fourth Pupil.
  The Pine tells of constancy. In its sweet voice
    It whispers of hope till sad mortals rejoice.
Fifth Pupil.
  The nut-bearing trees teach that 'neath manner gruff,
    May be found as "sweet kernels" as in their caskets rough.
Sixth Pupil.
  The Birch, in its wrappings of silver gray,
    Shows that beauty needs not to make gorgeous display.
Seventh Pupil.
  The Ash, having fibres tenacious and strong,
    Teaches me firm resistance, to battle with wrong.
Eighth Pupil.
  The Aspen tells me with its quivering leaves,
    To be gentle to every sad creature that grieves.
Ninth Pupil.
  The Lombardy Poplars point upward, in praise.
    My voice to kind Heaven they teach me to raise.
Tenth Pupil.
  The Elm teaches me to be pliant yet true;
    Though bowed by rude winds, it still rises anew.
Eleventh Pupil.
  I am taught generosity, boundless and free,
    By the showers of fruit from the dear Apple tree.
Twelfth Pupil.
  The Cherry tree blushing with fruit crimson red,
    Tells of God's free abundance that all may be fed.
Thirteen Pupil.
  In the beautiful Linden, so fair to the sight.
    This truth I discern: It is inwardly white.
Fourteenth Pupil.
  The firm-rooted Cedars like sentries of old,
    Show that virtues deep-rooted may also be bold.

—*Helen O. Hoyt, in the Teachers' World.*

A PSALM OF FRIENDLY TREES.

"I will sing of the bounty of the big trees,
They are the green tents of the Almighty,
He hath set them up for comfort and for shelter.

Their cords hath He knotted in the earth,
He hath driven their stakes securely,
Their roots take hold of the rocks like iron.

BRICE HOUSE.—*Photo by Schaefer.*

See page 109.

He sendeth into their bodies the sap of life,
They lift themselves lightly towards the heavens,
They rejoice in the broadening of their branches.

Their leaves drink in the sunlight and the air,
They talk softly together when the breeze bloweth,
Their shadow in the noonday is full of coolness.

The cedars of Lebanon are fed by the snow,
Afar on the mountain they grow like giants,
In their layers of shade a thousand years are sighing.

How fair are the trees that befriend the home of man,
The oak, and the terebinth, and the sycamore,
The fruitful fig-tree and the silvery olive.

In them, the Lord is loving to his little birds,—
The linnets and the finches and the nightingales,—
They people his pavilions with nests and with music.

He that planteth a tree is a servant of God,
He provideth a kindness for many generations.
And faces that he hath not seen shall bless him."

—*Henry Van Dyke.*

THE VIOLET'S COMPLAINT.

Down in a shady, sheltered nook,
A little Violet grew,
Protected from the tempest's wrath,
And fed by sun and dew.

Upon a knoll, not far away,
A mighty oak tree stood,
Its branches towering toward the sky—
A monarch of the wood.

The Violet, in her lowly home,
More discontented grew,
And, as she viewed her neighbor grand,
Tears dimmed her eyes of blue.

"Oh, Oak Tree," sighed the Violet,
"How happy you must be,
For God has made you great and tall,
While I—just look at me!"

The oak tree haughtily looked down,
Upon the Violet blue,
"Yes, you are very, very small,
I'd rather not be you."

"My boughs give shelter to the birds;
At eventide they come,
Securely here, beneath my leaves,
They find a quiet home."

"I face the storm king's mighty wrath,
And brave the lightning's power,
For ages past, upon this hill,
I've stood in sun and shower."

"I wish I were an oak tree, too,"
The Violet softly said,
Then nodding in the evening breeze
She dropped her sleepy head.

And while she slept the whole night through,
So safely in the vale,
The tempest shrieked adown the wind
With terrifying wail.

At dawn of day the Violet
Awcke and looked around,
And lo! there lay the mighty oak,
All shattered on the ground.

"Poor foolish me," the Violet said,
"To wish that I were tall;
To be a humble little flower
"Is better after all."

"Perhaps God wanted me to learn
To live in sweet content;
So, on the pinions of the storm,
This lesson He has sent."

—*Zoa Main, in Ohio Arbor Day Annual.*

BIRD TRADES.

The swallow is a mason,
And underneath the eaves
He builds a nest and plasters it
With mud and hay and leaves.

The woodpecker is hard at work;
A carpenter is he;
And you may find him hammering
His house high up a tree.

Of all the weavers that I know,
The oriole is the best;
High on the apple tree he weaves
A cozy little nest.

The goldfinch is a fuller;
A skillful workman he!
Of wool and threads he makes a nest
That you would like to see.

The bullfinch knows and practices
The basket-maker's trade;
See what a cradle for his young
The little thing has made.

Some little birds are miners;
Some build upon the ground;
And busy little tailors, too,
Among the birds are found.

The cuckoo laughs to see them work;
"Not so," he says, "we do.
My wife and I take other's nests,
And live at ease—cuckoo!"

—*Anna B. Thomas.*

THE LESSON OF THE TREE.

The earth is glad in the sunshine
And beauty that's born of May;
The orchards are rosy with promise
In the peace of the sweet spring day;
And children are merry as blackbirds
That chatter by aldered brooks,
As they troop away to the woodland
To search through the wooded nooks.

For a tree to plant in the school-yard
On this beautiful day, to be
A pledge of faith in the future
And a hostage of memory;
A tree that shall stand as a symbol
Of the growing, broadening life,
As it spreads its limbs in the sunshine
Or withstands the tempest's strife.

There's a lesson of strength and beauty
That grows as the days go by,
In the trees the children are planting
Under the springtime sky.
May the lives of those who plant them
Grow strong and fair, to be
A blessing to all about them—
That's the lesson of the tree.

—*Eben E. Rexford, in "The Wisconsin Agriculturist."*

FLOWERS.

Spake full well in language quaint and olden
One who dwelleth by the castled Rhine.
When he called the flowers, so blue and golden,
Stars that in Earth's firmament do shine.
Stars they are, wherein we read our history,
As astrologers and seers of eld;
Yet not wrapped about with awful mystery.
Like the burning stars which they beheld,
Wondrous truths, and manifold as wondrous.
God hath written in those stars above,
But not less in the bright flowerets under us,
Stands the revelation of His love.

—*Longfellow.*

THOUGHTS FOR THE DISCOURAGED FARMER.

The summer winds is sniffin' round the bloomin' locus' trees;
And the clover in the pastur' is a big day fer the bees,
And they been a-swiggin' honey above board and on the sly,
Till they stutter in their buzzin', and stagger as they fly.
The flicker on the fence-rail 'pears to jest spit on his wings
And roll up his feathers by the sassy way he sings;
And the hoss-fly is a-whettin'-up his forelegs fer biz,
And the off-mare is a-switchin' all of her tale they is!

They's been a heap o'rain, but the sun's out today,
And the clouds of the wet spell is all cleared away.
And the woods is all the greener, and the grass is greener still;
It may rain again to-morry, but I don't think it will.

HARWOOD HOUSE.—*Photo by Schaefer.*

See page 113.

Some says the crops is ruined, and the corn's drownded out,
And propha-sy the wheat will be a failure, without doubt;
But the kind Providence that has never failed us yet,
Will be on hands onc't more at the 'leventh hour, I bet!

Does the medder-lark complain, as he swims high and dry
Through the waves of the wind and the blue of the sky?
Does the quail set up and whistle in a disappointed way,
Er hang his head in silence, and sorrow all the day?
Is the chipmuck's health a-failin'? Does he walk, er does he run?
Don't the buzzards ooze around up thare jest like they's allus done?
Is they anything the matter with the rooster's lungs er voice?
Ort a mortal be complainin' when dumb animals rejoice?

Then let us, one and all, be contented with our lot;
The June is here this morning, and the sun is shinin' hot.
Oh!-let us fill our hearts up with the glory of the day,
And banish ev'ry doubt and care and sorrow far away!
Whatever be our station, with Providence fer guide,
Such fine circumstances ort to make us satisfied;
Fer the world is full of roses, and the roses full of dew,
And the dew is full of heavenly love that drips fer me and you.

—*James Whitcomb Riley.*

SUGGESTIONS FOR PLANTING.

Planting may be done in the fall after the growth of the season is completed or in the spring before growth begins. Planting in the spring may begin as soon as the frost is out of the ground enough to permit the trees being set at the proper depth.

It would be better also if the planting could be done on cool damp days. Sunny, windy days increase the danger of injury if the roots become unduly exposed.

A thing of fundamental importance to the success of the planting work is never to leave the roots exposed. If the trees are procured from the woods or fields in the immediate vicinity certain rules should be observed.

1. Procure as much of the root system as possible with trees under three feet in height. With larger trees procure as much of the root system as can be conveniently handled.

2. Dig the trees out. Do not pull them up as it is very apt to injure the roots.

3. As soon as a tree is removed measures should immediately be taken to protect the roots. This can be done by covering with moist soil or wet burlap.

4. Keep the roots protected all the time while the trees are being transported to the place where they are to be set out and until ready to place in the ground. Wet burlap sacks are excellent for this purpose. For small trees which could be carried in a basket, damp sphagnum moss, or even damp leaves could be used instead of the burlap. Whatever material is used, care should be taken to keep it damp.

5. Set the trees so that they will be at the same depth as in their original position *after the soil has settled.*

If the trees can be taken up with a ball of earth about the roots it

will add materially to the success of the work, and the precautions mentioned to prevent the drying out of the roots are not then so important. It would be well, however, to wrap the ball of earth with burlap to hold the soil in place. It should be remembered also that seedlings which have been accustomed to growing in more or less shade do not, as a rule, succeed as well at first when given the full benefit of the sunlight.

If the trees are purchased of a nurseryman they should be unpacked as soon as received, and the roots protected by "heeling in" the trees, that is, burying the roots in fresh soil until time to plant. This will not be necessary, of course, if the planting can be done at once.

By arranging with some owner to plant a few trees in a field unsuited for raising crops or on an area cut over in the woods, or even a row of trees to serve as a windbreak, would broaden the scope of the work. And no matter how few trees were set out it serves to illustrate planting for practical purposes. In this way the work could be done just at it is in commercial planting.

Arbor Day is not the only time of year when trees should be cared for and remembered. Newly planted trees, especially, need attention throughout the season. The ruthless injury done to trees by children, sometimes of such a nature as often to become an act of vandalism, needs to be discouraged at all times. A broken limb or wound in the bark makes an opening where dangerous insects may enter, or fungus diseases get a start, either of which might eventually cause the death of the tree.

—Gordon E. Tower, Dept. of Forestry, University of Maine, Selected.

SOME CELEBRATED TREES OF FOREIGN LANDS.

(From Article by General Wilson in The Independent, October 20, 1910.)

Except the sequoia, there is no American or European tree that outlives the yew. There are several still growing around English heathen places of mystic ceremonial and in resting places of the dead, that are older than the introduction of Christianity into Great Britain. The largest known is in the churchyard of Aldworth, in Berkshire. Evelyn described the celebrated tree, and another writer who saw it in 1841 asserted that it had grown half a yard in girth since 1760, where its size was given in the "Beauties of England." In the churchyard at Darley Dare is to be seen the oldest yew in the world. The rector of the parish, who believes it to be 3,000 years old, writes:

"There can be little doubt that this grand old tree has given shelter to the early Britons when planning the construction of the dwellings that they erected not many yards to the west of its trunk; to the Romans who built up the funeral pyre for their slain comrades just clear of its branches; to Saxons, converted, perchance, to the true faith by the preaching of Bishop Diuma beneath its pleasant shade; to the Norman masons, chiseling their quaint sculptures to form the first stone house of prayer erected in its vicinity, and

ACTON HOUSE.—*Photo by Casler.*

See page 111.

to the host of Christian worshipers, who, from that day to this, have been borne, under its hoary limbs, in women's arms to the baptismal font, and then on men's shoulders to their last sleeping place in the soil that gave it birth."

The noble yew tree, pride of Lorton Vale, and the "Fraternal Four of Borrowdale," celebrated by Wordsworth, were probably among the largest and oldest of their kind in England. Writing at Grasmere in 1803, the poet said:

> "There is a Yew-tree, pride of Lorton Vale,
> Which to this day stands single in the midst
> Of its own darkness, as it stood of yore;
> But not to furnish weapons for the hands
> Of Umfraville or Percy ere they marched
> To Scotland's heaths; or those that crossed the sea,
> And drew their sounding bows at Agincourt.
> Perhaps at earlier Crecy, or Poictiers."

Wordsworth believed the Lorton yew to be older than the Christian era, while Hutton, the venerable guide of the poet's period, assured visitors that the tree was growing before the time of the flood!

Four summers ago I saw an ancient, and perhaps the most interesting, yew tree in Scotland, casting its afternoon shadows over the graves of Sir Walter Scott and his son-in-law Lockhart. It was a favorite with the master of Abbotsford and was the spot selected by him as his last resting place among the ruins of the ancient Dryburgh Abbey. The yew, I was assured by my Scottish companion, was as old as the monastery, which takes us back to the days of Saxon Harold, and he told me that when Scott visited Christopher North at his Lake Windermere cottage of Elleray, he was taken to see the famous "Great Yew Tree," still standing in the Ullswater churchyard, as celebrated as Sir Walter Raleigh's favorite yew, which is yet growing on the estate of Myrtle Grove, near Youghal in Ireland, where he once lived.

In Wordsworth's beautiful poem "Yew Trees" he introduces the adjective "unrejoicing," the meaning of which is not clear to the present writer: "Boughs, as if for purpose decked, with unrejoicing berries." Perhaps this may refer to the poison that lurks in their seeds, or of the sad association of the tree on which they grow. In poetry the yew is generally associated among the authors of the Elizabethan age with the English longbow. Drayton in two lines says:

> All made of Spanish yew, their bows were wondrous strong;
> They not an arrow drew, but was a cloth-yard long.

Our Christian forefathers regarded the yew as symbolic of happiness, planting and protecting them as stately ornaments of their burial places. A thousand years ago, and down to the days of "Bonnie Prince Charlie," the Scottish clansmen were gathered for battle by the fiery cross of yew. In his most popular poem Sir Walter writes:

> A slender crosslet form'd with care,
> A cubit's length in measure due,
> The shaft and limbs were rods of yew.

Various reasons are assigned for the planting of yews in churchyards. It is said to have been a sacred tree among the early English, as the date palm was with the Arabs and the Athenians, the plane tree among the Lydians, the ash with the Scandinavians, and the banyan among the inhabitants of Ceylon. Some writers affirm that the yew being an evergreen, it was considered typical of the immoratality of the soul, while others consider it a substitute for the sacred palm—in East Kent, England, yew is still called palm by the peasantry. John Evelyn maintains that branches of the yew being employed in processions, it was well to have the trees convenient to the church.

The cypress, twin mourner to the yew tree, is the symbol of tears. A marvelous specimen is associated with Montezuma and his conqueror Cortez at Chapultepec, proved recently by Mexican scientists, to be more than six thousand years old! In early times this huge cypress was an object of the greatest veneration among the natives. The tree attracted the attention of General Scott during the Mexican War, and it was under that giant tree that Major Lee and Captain Grant first met, who seventeen years later met again at Appomattox to attend to an important matter of business. Under another interesting cypress the writer read a portion of Irving's "Conquest of Grenada." It is known as the "Sultan's Cypress" and stands in the Generalife Gardens of the city of Grenada. When Ferdinand and Isabella entered the city in 1492 the wife of Boabdil, last Moorish Sultan of Spain, took refuge in the trunk of the enormous tree, around which have twined many other interesting associations during its life of six or more centuries, some of which I have heard related by Washington Irving. Still another cypress worthy of mention is the celebrated *Noche triste,* or "unhappy night" tree, in the village of Popotla, near an ancient church in the environs of the city of Mexico. Cortez is said to have sat under this tree lamenting his misfortune after the retreat of the Spaniards during the night of the evacuation.

The Cedars of Lebanon have been celebrated from early days, being frequently described in sacred and profame literature. The original groves mentioned in the Bible have become greatly reduced through various causes, but there are still many thousands of these noble giants of the mountains, who are first cousins of our redwood trees of the Pacific Coast. The most important group is called, by the Arabs, "Cedars of the Lord." Among the four hundred in a circle of gigantic growth named by the natives "The Twelve Apostles," upon the strength of an ancient tradition that our Saviour and His disciples, having arrived at Kadisha and left their staves standing in the ground, these staves sprouted into cedar trees. There is a Maronite chapel in this grove of sacred trees, its patriarch claiming their ownership, and fortunately the superstition with which for centuries they have been surrounded has happily been their salvation.

At Hebron, where Abraham lived, a thousand feet higher than Jeru-

salem, may be seen Abraham's oak carefully protected by a handsome iron railing. It is unquestionably the oldest of living oaks. Even if the battered veteran with a trunk ten feet in diameter is not, as it is claimed the very tree that shadowed Abraham's tent, it is doubtless a son, or grandson of the gigantic oak of Mamre. Here under the majectic tree the patriarch entertained the heavenly strangers. A friend who was there a few years ago writes:

"Frame the tower on the hill back of the old oak the view swept from the Mediterranean to the Dead Sea. I do not wonder that the angels came here, the shade of the oak, the balm of the pines, the water from the spring, the view across the valley, all making its almost a heavenly spot."

Rollo's oak, near Rouen, the famous tree upon which the first Duke of Normandy is said to have hung his gold chain over night a thousand years ago, as a token of the good order to which he had brought his province, seemed likely to collapse when I last saw it. Since then an arboricultural genius has supplied it with a solid new inside of masonry, and it is again flourishing with undiminished vigor. This Rollo, it may be stated, was the Scandinavian sea king who compelled the king of France to yield Normandy to him after he had devasted the north of France for many years. In the forest of Fontainebleau may be seen several giant oaks even older and larger than Rollo's. My attention was called to one of these, known as the Bayard oak, an interesting incident connecting the chevalier with the famous tree, which was related to me by my stag-hunting companion, the late Comte de Paris.

Among the many magnificent elms, oaks and sycamores which adorned the ancient hunting seat or lodge of Henry the Second of England at Woodstock was the majectic King's Oak, under which he was accustomed to spend many happy hours with his favorite, Fair Rosamond. It is still a noble tree, and with it is associated the memory of King Alfred, the Black Prince, Charles the Second and Chaucer. The extensive estate was given two centuries ago by the British Government to a successful English soldier and is now known as Blenheim. The two latest Duchesses of Marlborough were Americans.

After a life variously estimated at from eight to ten centuries, the Essex Broad Oak, the majestic monarch of Hainault Forest, perished a score of years ago. For many decades before it fell an annual fair was held beneath its broad branches, none of the booths being permitted to extend beyond the shadow the giant tree cast at noon. Its name has been perpetuated by planting a young oak, and the formation of a cricket club on its site was recently opened by the then Prince of Wales, now known as King George.

Until the present century the ancient Trysting Oak in Harthill Walk, Yorkshire, so frequently mentioned in "Ivanhoe," was standing. It was among the oldest oaks in England and is described by Scott as being venerable when seige was laid to the stronghold of Front de Bœuf. It was felled to the ground in order to preserve the trunk, and a young oak,

grown from a "Queen Oak" acorn, planted by the Duchess of Leeds, now marks the spot where the Trystlng Tree was growing a thousand years ago. Temple Newsam, another Yorkshire estate, which appears in "Ivanhoe" as Templestowe, the preceptory of the Knights Templar, also possesses a number of noble oaks.

At Hatfield House, the historic mansion of the Cecils, beautifully situated on the River Lea, many interesting relics are preserved, not the least of which is the royal cradle of Queen Elizabeth, an elaborately carved affair of oak. But more interesting to the writer was an ancient gnarled oak, which the late Lord Salisbury liked to point out to his visitors. Under that tree the Virgin Queen was seated when she was informed of the death of her elder sister, "Bloody Mary," and of her own accession to the throne. I have heard the scene described by Dean Stanley: "The Princess Elizabeth," he said, "was seated under the famous oak reading her Greek Testament, being at the time virtually a prisoner at Hatfield. So seated and so reading, her eyes were suddenly attracted to the London road, along which she perceived a horseman riding in haste. As the steed *ventre a terre* reached her side the rider sprang to the ground, and on his knee told her that the cruel reign of blood was over, and saluted her as Queen of England." From that day to this it has been known as Elizabeth's Oak. As may well be believed, a garden party given at Hatfield House and at the almost equally famous Holland House, with its many magnificent oaks and elms, is always appreciated as a delightful and satisfactory close of the London season.

At Holwood, near Bromley, stands a venerable oak, with a huge, gnarled root projecting on one side into the shape of a rude settee. It was while seated upon that root that William Pitt and William Wilberforce held together that memorable conversation, as a result of which the latter, on May 12, 1789, brought the question of the abolition of the slave trade before the English House of Commons in what Edmund Burke termed "a manner the most masterly, impressive and eloquent." The historic tree is called "Wilberforce's Oak" and is carefully guarded. Something having suggested to a young friend to speak of several famous English trees to President Lincoln, he said, "Colonel, if I ever cross the Atlantic, and I hope to do so, I shall certainly have a good long look at the Wilberfoce Oak."

Writing of his favorite tree close to the Cross of Melrose, and scarcely less honored, Scott says in one of his matchless stories:

> "This ancient oak perhaps had witnessed the worship of the Druids, ere the stately monastery to which it adjoined had raised its spires in honor of the Christian faith. Like the bentang of the African villages, or the Plaistow oak mentioned in White's 'Natural History of Selborne,' this tree was the rendezvous of the villagers, and regarded with peculiar veneration; a feeling common to most nations, and which perhaps may be traced to the remote period when the patriarch feasted the angels under the oak at Mamre."

Except Macbeth's enormous Oak and Sycamore, only survivors of Birnam Wood, the Melrose giant is probably the oldest in Scotland.

PEACE DAY.

(MAY 18TH.)

NOTE:—*Since May 18th falls on Sunday this anniversary will be celebrated in the schools on Friday afternoon. May 16, 1913.*

QUOTATIONS FOR ROLL CALL.

Peace is the expression of that love which is the fulfilling of the law.
—*Pope Innocent III.*

To conclude a universal peace pact between all nations is the next step in human development, and this step will be taken.
—*Baroness Von Suttner.*

War is the most futile and ferocious of human follies.
—*John Hay.*

"Blessed are the peacemakers, for they shall be called the children of God."

The rage and violence of public war, what is it but a suspension of justice among the warring parties. —*Hume.*

There are two ways of ending a dispute—discussion and force; the latter manner is simply that of the brute beast; the former is proper to beings gifted with reason. —*Cicero.*

War is a most detestable thing. If you had seen but one day of war, you would pray God you might never see another. —*Wellington.*

I am tired and sick of war. Its glory is all moonshine. It is only those who have neither fired a shot nor heard the shrieks and groans of the wounded who cry aloud for more blood, more vengeance, more desolation. War is hell.
—*General Sherman.*

If there is in the affairs of mortal men any one thing which it is proper to explode, and incumbent upon every man by every lawful means to avoid, to deprecate, to oppose, that one thing is doubtless war. —*Erasmus.*

New occasions teach new duties; time makes ancient good uncouth;
They must upward still, and onward, who would keep abreast with Truth;
Lo, before us gleam her camp-fires! we ourselves must pilgrims be,
Launch our Mayflower, and steer boldly through the desperate winter sea,
Nor attempt the Future's portal with the Past's blood-rusted key.
—*James Russell Lowell.*

Let us thank God that we live in an age when something has influence besides the bayonet. —*Daniel Webster.*

"There never was a good war or a bad peace." —*Franklin.*

Ez fer war, I call it murder,—
  There you hev it plain an' flat;
I don't want to go no furder
  Than my Testyment fer that.
—*Lowell—Bigelow Papers.*

"One murder made a villain,
Millions a hero. Princes are privileged
To kill, and numbers sanctified the crime."

"We kind o' thought Christ went agin war and pillage."
—*Lowell.*

Peace hath her victories,
No less renowned than War.
—*Milton.*

This hand, to tyrants ever sworn the foe,
For freedom only deals the deadly blow;
Then sheather in calm repose the vengeful blade,
For gentle peace in freedom's hallowed shade.
—*John Quincy Adams.*

Buried was the bloody hatchet;
Buried was the dreadful war club;
Buried were all warlike weapons,
And the war-cry was forgotten;
Then was peace among the nations.
—*Longfellow—Hiawatha.*

War's a game which, were their subjects wise,
Kings would not play at. —*Cowper—The Task.* . .

BIBLE READINGS.

Blessed are the peacemakers, for they shall be called the children of God.

How lovely are the messengers that preach us the gospel of peace.

The Lord loveth righteousness, and the work of righteousness shall be peace, and the effect of righteousness quietness and confidence forever.

And God shall judge between the nations and arbitrate for many peoples.

He shall make their officers peace, and their rulers righteousness.

And they shall beat their swords into plow-shares and their spears into pruning hooks.

Nation shall not life up sword against nation, neither shall they learn war any more.

PRAYER FOR PEACE.

(Tune—Blest Be The Tie.)

Blest dove of peace, descend
On this the land we love;
May God defend,
His blessing send
From heaven, His throne above.

O, may our hearts be true
To God and native land;
May love abound,
And peace be found
Our nation's God command.
—*Selected.*

SUGGESTED SONGS.

To Thee, O Country!
National Song ..... *Grieg*
Lovely Appear ..... *Gounod*
Who Treads the Path of Duty ..... *Mozart*
Recessional

GOD BLESS OUR FATHERLAND.

(Tune—"America.")

God bless our fatherland,
Keep her in heart and hand
One with our own;
From all her foes defend,
Be her brave people's friend;
On all her realms descend;
Protect her throne.

Father, in loving care
Guard Thou her kingdom's heir,
Guide all her ways;
Thine arm his shelter be
From harm by land and sea;
Bid storm and danger flee,
Prolong his days.

Lord, bid war's trumpet cease;
Fold the whole earth in peace
Under Thy wings;
Make all Thy nations one,
All hearts beneath Thy sun
Till Thou shalt reign alone,
Great King of kings.

—*Oliver Wendell Holmes.*

JAPAN AND THE UNITED STATES.

President David Starr Jordan of Stanford University, returned in October, 1911, from an extended visit to Japan in the interest of international fraternity and progress, under the auspices of the World Peace Foundation. He visited every important center, gave addresses almost every day, and was in touch and often in close conference with the leading statesmen and scholars of Japan. No recent American visitor has had better opportunity to measure the best Japanese public opinion; and the following passage from an interview published in the Japanese papers as he came away will be read with much interest in this country:

"In coming to Japan, I wished primarily to assure myself as to the present attitude of the people toward the suppression of war among civilized nations. This is the most important moral, political or financial movement of our time, and I was sure that the people of Japan could not be indifferent to it. The suppression of war and of war debts must come in time as a matter of righteousness and justice. The strongest immediate force is that of finance, as war is the greatest foe of legitimate business.

"No nation was ever able to maintain at the same time a great army, a great navy, a vigorous foreign policy, a great debt and the prosperity of the people. Two of the five may be held for a time, and occasionally three, never any more. For the waste of war preparation in time of peace, from which the whole world is suffering today, there is no sudden remedy. The formation of closer relations among civilized nations, the growth of enlightened public opinion, the decision of business men that there are better uses for money, the growth of better understandings by which we shall recognize that the people of other nations have no evil designs against us,—all these are essentials in the formation of lasting and honorable peace.

"The fact that most nations are controlled in large part by the unseen empire of European financiers makes for peace, no doubt, but it makes

also for bankruptcy. War costs one hundred times what it cost fifty years ago, and even the shortest war, ending in victory or in defeat, may mean years of crushing proverty for the 'common people' of both nations concerned.

"I find that all these matters are realized in Japan, as they are coming to be realized all over Europe and America. The currents of world life flow through Japan, and Japan's response to truth and justice is not unlike that of the other great nations.

"In brief, I do not find in Japan any of the spirit of war for war's sake, which has been the bane of European politics, nor any desire, on the part of people wise and well informed, for international aggression of any sort. While one may hear opinions of almost any kind if he looks for them, I find the average public opinion in Japan on the question of friendly relations among nations quite as sane and rational as in any other nation whatever."

AFTER WAR.

Above the roar of the cannon,
The battle-clamor shrill,—
Above men's groans and curses,
A voice cries, "Peace, be still!
Enough of blood and slaying,
Enough of strife and hate;
The bitter wrong is righted;
Lo! Peace stands at the gate."

O Peace! God's white-robed angel,
With spotless skirt and feet,
How welcome thy returning,
Thy gentleness how sweet.
The red sword of the nation
Drive hilt-deep in the sod,
Now twine thy lilies round it,
And both shall honor God.

—*James Buckham.*

DISARMAMENT.

In Eastern tents when autumn nights grow cold,
And round the fire the Mongol shepherds sit
With grave responses listening unto it:
Once, on the errands of his mercy bent,
Buddha, the holy and benevolent,
Met a fell monster, huge and fierce of look,
Whose awful voice the hills and forests shook.
"O son of peace!" the giant cried, "thy fate
Is sealed at last, and love shall yield to hate."
The unarmed Buddha looking, with no trace
Of fear or anger, in the monster's face,
In pity said: "Poor fiend, even thee I love."
Lo! as he spake the sky-tall terror sank
To hand-breadth size; the huge abhorrence shrank
Into the form and fashion of a dove;
And when the thunder of its rage was heard
Circling above him sweetly sang the bird:
"Hate hath no harm for love," so ran the song;
"And peace unweaponed conquers every wrong!"

—*John Greenleaf Whittier.*

O ye, the wise who think, the wise who reign,
From growing Commerce loose her latest chain;
And let the fair white-wing'd peacemaker fly
To happy havens under all the sky,
And mix the seasons and the golden hours;
Till each man find his own in all men's goou,
And all men work in noble brotherhood,
Broaking their mailed fleets and armed towers,
And ruling by obeying Nature's powers,
And gathering all the fruits of earth and
crowned with all her flowers.

—*Tennyson.*

PEACE AND PROGRESS.

Dear country mine! far in that viewless west,
And ocean-warded, strife thou too hast known;
But may thy sun hereafter bloodless shine,
And may thy way be onward without wrath,
And upward on no carcass of the slain;
And if thou smitest let it be for peace
And Justice—not in hate, or pride, or lust
Of Empire. Mayst thou ever be, O land,
Noble and pure as thou art free and strong;
So shalt thou lift a light for all the world
And for all time, and bring the Age of Peace.

—*R. W. Gilder.*

THE COST AND BURDEN OF WAR.

I assert, then, that in the progressive evolution of the human race we have now reached a stage in which war stands condemned both by our moral ideals and by our religious sentiments. Let me now note that economic influences are reinforcing the teachings of moralists, prophets and preachers. The toiling masses of the modern world are feeling the cost of war and the cost of armed peace as a most oppressive burden. The field of battle is a ghastly exhibition of carnage and death and horrible suffering, and its blight overspreads the nation in ruined homes and broken hearts. But the thing is too terrible to endure; and modern wars, with all the enginery of science, tend to become swift and short. On the other hand, our armed peace presses down upon us like a throttling nightmare, allowing us indeed to live, but only in the feeling of suffocation and exhaustion. It is not long ago since Senator Hale told us that two-thirds of all the revenues of the United States are used to pay for past wars and prepare for future wars. Napoleon in the height of his military triumphs, spent somewhat over $80,000,000 a year on his army and navy budgets. France now spends, in the time of peace, $180,000,000 a year on her army alone. One battleship today costs twice as much as Frederick the Great spent annually on his entire army in time of peace. There is an insane competition in armaments among all the great nations of the world. England is pouring out money to maintain a navy equal to the navies of any other two nations combined. Germany, with the most powerful army in the world, is building up a navy to match it. And Japan, not to be outdone by the Christian nations, maintains an army and navy which put to the supreme test the economic resources of her

people. In fact, in Asia and Europe alike, the waste of the productive powers of the nations is threatening exhaustion. And the masses of the people, in spite of all the advances made by science and invention, are oppressed by a poverty which is the more resented because it is unnecessary.

The governments of the world have failed to adjust their institutions to the spirit and the demand of the ideals of modern civilization. They are out of harmony with the best sentiments of the people. But by playing upon international jealousies they have hitherto secured the support of the majority. And in this game they have had potent support from the "special interests" in the respective countries which stand to gain by war. For war gives power and office to the politician, fame and promotion to the captain and general, undue profits to the dealers in military supplies, and fortunes to the makers of ships and guns and all munitions of war.

Fortunately the masses of the laboring men are everywhere coming to recognize that war means loss and death to them . Labor Unionists and Socialists have become preachers of peace. Self-interest has quickened their humanitarianism; and they are today one of the foremost agencies of humanity and international brotherhood. I some times think that our churches have been too subservient to the powers of the world. Here is their opportunity. Let them stand for peace on earth and goodwill to men, which is the very beginning of the religion they profess.

MAY 18.

On May 18, 1899, there assembled at The Hague, in accordance with the call of the Czar of Russia, the first Hague Peace Conference. The primary purpose of this Conference was to devise methods, through international agreement, for the reduction of armaments and war budgets. This purpose failed because national sentiment was not sufficiently ripe and crystallized. But the conference was a great success, not only in developing strong international sentiments of respect and desires for peace, but also in the agreement upon three Conventions,—Improved Rules for the Conduct of War, Extension of the Red Cross to Naval Warfare, and, greatest of all, the Creation of a Court for the Settlement of International Disputes, to which any two nations, each a party to the dispute, might, on agreement, submit the matter involved.

These conventions were ratified by all of the twenty-six nations represented at the Conference, except China, Turkey, Persia and Montenegro, and went into effect in accordance with agreement. No less than six diffrent international controversies have already been submitted to this tribunal.

The Second Hague Conference assembled June 15, 1907, and is notable as the First Parliament of the World. All the indepentent nations of the globe, except Costa Rico, Honduras, Abysinnia and Liberia were represented, the latter two not being invited. This conference extended the work of the first conference and enacted various conventions, the most important of which, probably, is the privilege afforded any nation party to a dispute to refer the question to international tribunal created by the First Conference.

The Third Hague Conference, which is to meet in 1915, should make it obligatory upon both parties to refer the matter in dispute to this international court.

While much has been accomplished thus far, much still remains to be accomplished. The average yearly budget for the Army and Navy of the United States for the eight years preceding the Spanish-American War was $51,000,000; for the eigh years immediately following that war it averaged $185,000,000. The aggregate since that war exceeds the national debt, it is three times the cost of the Panama Canal, and it would give, at four per cent, a one thousand dollar income to more than 43,000 families.

The original cost of a large modern war vessel is approximately $12,000,000. This amount would eliminate tuberculosis. If to the original cost there is added $16,000,000, for the upkeep of the vessel during the twenty years of its active service, the aggregate amount would afford $500 per year to 14,000 young men for a college course.

It is a far call from a small rural school to The Hague Conference. But every child is a unit and the only way in which the whole can be influenced and actuated is by influencing and actuating the units. The only way to remove the blight of war and secure the blessings of peace is by cultivating a peace sentiment in all groups of units. Therefore, whatever a teacher may do toward developing unity and harmony among the pupils will inure toward the amity and harmony of still larger groups. Children should be taught to respect the rights and feelings of others, to sacrifice at times even their own rights or feelingss if such are in collision with the rights or feelings of others, to cultivate a generous and charitable spirit by service and sacrifice, to bear patiently with others, to yield cheerfully, to contribute to the common good and to cultivate peace.

—*From Vermont "May Days."*

THE CHRIST OF THE ANDES.

In 1900, Argentina and Chile were on the verge of war over territorial boundary disputes; but a revulsion of feeling, originating in the noble protest of an eloquent bishop in Argentina, led to an agreement to arbitrate their difficulties. Since the arbitration, which satisfied both countries, both have begun disarmament. Chile has turned an arsenal into

a trade school, is teaching science more than military tactics to her cadets, and has already spent on good roads ten million dollars gained by reducing naval expenses. In March, 1904, upon a mountain pass on the lofty Andes boundary line, there was erected a colossal bronze statute of Christ, as a memorial of the compact of perpetual peace between these nations, and as a better guardian of the border than a cordon of fortresses.

When earth as on some evil dreams,
  Looks back upon her wars,
And the white light of Christ out-streams,
  From the red disk of Mars.

His fame who led the stormy van
  Of battle well may cease,
But never that which crowns the man
  Whose victory is peace.

—*Whittier.*

Were half the power that fills the world with terror,
  Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
  There were no need of arsenals or forts:

The warrior's name would be a name abhorred!
  And every nation, that should lift again
Its hand against a brother, on its forehead
  Would wear forevermore the curse of Cain!

Down the dark future, through long generations,
  The echoing sounds grow fainter and then cease;
And like a bell, with solemn, sweet vibrations,
  I hear once more the voice of Christ say, "Peace!"

Peace! and no longer from its brazen portals
  The blast of War's great organ shakes the skies!
But beautiful as songs of the immortals,
  The holy melodies of love arise.

—*Longfellow.*

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COLORED INDUSTRIAL DEPARTMENTS.

Colored Industrial Departments and Supervisors of Colored Schools—Year Ending July 31, 1912.

Counties.	Colored School to which Department is Attached.	Instructors.	Enrollment			Average Attendance	Supervisor of Colored Schoo's.	Number of Schools Visited.	Amount of State Appropriation.
			Boys	Girls	Total				
Allegany	Cumberland	Lulu V. Gibson	.....	34	34	26	None Required.		$750
Anne Arundel	Annapolis	Eugenia T. Hart	55	50	105	85	Eleanor A. Drury.	41	1,500
Baltimore	Catonsville	Lelia G. White	54	53	107	100	Letitia Weer.	35	1,500
	Sparrows Point	Harry B. Hoshall	.....	.....	.....	.....	D. Fred. Shambarger.	19	
Caroline	Denton	Jas. D. Washington	35	55	90	68	Lucretia T. Kennard.		1,500
Cecil	Elkton	Irene M. Holmes	33	50	83	48	Charlotte E. Slowe.	15	1,500
Dorchester	*Cambridge								1,500
Frederick	Frederick	William O. Wilson.	58	96	154	95	John W. Bruner.	26	1,500
Montgomery	Sandy Spring	George R. Bell	64	60	124	70	George R. Bell.	8	1,500
Prince George's	Bowie	Marie L. Wildy	22	28	50	45	J. Thomas Williams.	21	1,500
Somerset									
Talbot	Easton	Nettie E. J. Turner	76	83	159	102	Everett L Brown.	18	1,500
Washington	Hagerstown	Benjamin Smith	90	60	150	47	None Required.		750
Wicomico	Salisbury	A. L. Long	148	174	322	195	P. E. Gordy.	17	1,500
		Mae Mitchell							
		Totals	635	743	1,378	881		200	$16,500

*New

PUBLIC HIGH SCHOOLS OF THE FIRST GROUP.--Approved by the State Board of Education, Year Ending July 31, 1912.

Number.	Counties.	Name and Location of School.	Principal.	Salary of Principal	Number of Academic Teachers	Salary of Assistants	No. Pupils Enrolled.			Average Attendance	Aggregate Attendance	No. days in Session	Enrollment by Years				Graduates	Academic	Commercial	Manual Training	Household Economies	State Appropriation
							Male	Female	Total				1st Year	2nd Year	3rd Year	4th Year						
1	Allegany	Allegany County (Cumberland)	William M. Tinker	$1,500	7	$649—$1,045	77	124	201	164	28,768	176	98	43	39	21	21	187	13	72	63	$2,500
2	"	Central (Lonaconing)	Arthur F. Smith	1,540	4	660— 935	36	58	94	89	15,745	177	41	27	16	10	10	82	12	36	58	2,300
3	"	Beall (Frostburg)	Olin R. Rice	1,540	4	693— 1,001	55	105	160	140	24,775	177	78	39	29	14	13	138	22	55	105	2,300
4	Anne Arundel	Annapolis (Annapolis)	Louise Linthicum	1,200	5	500— 800	39	107	146	128	23,618	184	61	41	28	16	15	130	16	39	107	2,400
5	Baltimore	Catonsville (Catonsville)	E. G. Comegys	1,800	4	550— 1,000	63	52	115	96	17,769	186	54	29	23	9	8	100	15	63	52	2,300
6	"	Franklin (Reisterstown)	H. H. Murphy	1,800	5	500— 1,000	66	63	129	112	20,911	186	52	37	19	21	21	109	20	66	63	2,400
7	"	Towson (Towson)	Arthur C. Crommer	1,800	4	600— 1 000	75	51	126	106	19,847	187	51	35	23	17	17	112	14	75	51	2,300
8	"	Sparrows Point (Sparrows Point)	Joseph Blair	1,600	4	500— 900	29	53	82	68	12,640	186	43	26	8	6	5	74	8	29	53	2,300
9	Caroline	Caroline (Denton)	J. Walter Huffington	1,200	4	500— 700	41	71	112	90	16,260	181	45	25	22	12	12	98	6	41	63	2,300
10	Carroll	Westminster (Westminster)	Geo. F. Morelock	1,200	4	500— 1,050	38	71	109	96	15,856	166	55	19	18	13	13	92	13	82	20	2,300
11	Cecil	Cecil County (Elkton)	Edwin B. Fockler	1,200	4	500— 1,300	62	73	135	114	20,237	178	59	29	24	23	22	121	14	121	73	2,300
12	Dorchester	Cambridge (Cambridge)	Geo. B Pfeiffer	1,200	5	500— 950	57	91	148	123	23,413	190	82	34	19	13	13	138	10	57	91	2,400
13	Frederick	Boys' (Frederick)	Amon Burgee	1,200	4	600— 1,100	117	.....	117	109	19,289	177	41	38	21	17	17	94	23	117	.....	2,300
14	"	Girls' (Frederick)	Chas. H. Remsburg	1,200	4	600— 750	.....	98	98	83	16,541	177	33	24	17	24	23	83	15	.....	65	2,300
15	Garrett	Oakland (Oakland)	C. Edward Bender	1,200	4	500— 810	49	46	95	66	10,821	165	39	22	24	10	7	81	14	47	46	2,300
16	Harford	Havre de Grace (Havre de Grace)	J. Herbert Owens	1,200	4	500— 1,000	36	49	85	75	14,877	194	23	21	26	14	13	62	22	36	48	2,300
17	Kent	Chestertown (Chestertown)	Jefferson L. Smyth	1,200	4	550— 650	40	48	88	81	13,992	186	28	32	17	12	11	81	8	89	49	2,300
18	Montgomery	Montgomery Co. (Rockville)	C. G. Myers	1,200	4	500— 900	42	57	99	74	13,159	180	41	26	19	13	12	82	17	38	51	2,300
19	Queen Anne's	Centreville (Centreville)	James B. Noble	1,200	4	550— 1,200	39	72	111	96	18,014	185	34	37	19	21	21	100	8	39	72	2,300
20	Talbot	Easton (Easton)	S. S. Handy	1,250	4	500— 575	47	59	106	84	15,623	189	33	27	35	11	11	91	15	47	59	2,300
21	Washington	Male (Hagerstown)	C. Edwin Carl	1,300	4	550— 1,080	140	.....	140	121	21,301	176	57	38	27	18	17	118	22	140	.....	2,300
22	"	Female (Hagerstown)	John B. Houser	1,200	5	550— 900	.....	183	183	151	26,670	176	73	47	37	26	23	163	20	.....	110	2,400
23	Wicomico	Wicomico (Salisbury)	George Pierce	1,200	5	540— 810	66	113	179	154	26,717	174	84	27	51	17	13	171	8	66	108	2,400
24	Worcester	Pocomoke (Pocomoke City)	Mary H. Stevenson	1,200	4	...— 500	30	75	105	83	13,078	157	39	27	20	19	13	94	11	24	70	2,300
25	"	Snow Hill (Snow Hill)	A. C. Humphreys	1,200	4	...— 500	37	49	86	75	13,123	176	23	24	25	14	12	74	12	31	43	2,300
			Totals	$33,330	108		1,281	1,768	3,049	2,583	461,944	4,486	1,267	774	616	390	362	2,675	358	1,410	1,520	$58,200
			Average	1333.20	4.32		51.24	70.72	121.96		18,478	179.4					11					

PUBLIC HIGH SCHOOLS OF THE SECOND GROUP.—Approved by the State Board of Education, Year Ending July 31, 1912

Number.	Counties.	Name and Location of School.	Principal	Salary of Principal	Number of Academic Teachers	Salary of Assistants	No. Pupils Enrolled.			Average Attendance	Aggregate Attendance	No. days in Session	Enrollment by Years.				Graduates	Academic	Commercial	Agricultural	Manual Training	Household Economies	State Appropriation
							Male	Female	Total				1st Year	2nd Year	3rd Year	4th Year							
1	Allegany	Barton (Barton)	George W. Craig	$1,298	3	$583— $638	14	29	43	37	6,575	177	14	10	6	13	13	28	15				$1,400
2	"	Westernport (Westernport)	O. H. Bruce	1,342	3	583— 693	16	25	41	33	5,818	175	17	9	9	6	4	33	8				1,400
3	Baltimore	Agricultural (Sparks)	B. H. Crocheron	1,800	4	700—1,400	37	44	81	49	9,070	186	48	11	12	10	9	81		37	37	44	1,400
4	Caroline	Federalsburg (Federalsburg)	A. C. Brower	1,000	2⅔	— 500	27	28	55	43	7,642	180	26	11	9	9	8	51	4	26			1,400
5	"	Ridgely Agricultural (Ridgely)	C. H. Schopmeyer	1,200	2	— 500	14	21	35	24	3,166	178	20	9	6			31	0	4			1,400
6	"	Preston Agricultural (Preston)	G. O. Mudge	1,000	2	500— 540	21	31	52	46	8,261	181	30	13	9		9	52		30			1,400
7	Carroll	*Mt. Airy (Mt. Airy)	Charles L. Weaver	750	2	— 500	17	25	42	31	5,174	168	24	12	6		5	42					1,400
8	Cecil	Chesapeake City (Ches. City)	Hugh W. Caldwell	1,000	2	— 600	17	30	47	34	5,904	175	13	16	7	10	10	35	12				1,400
9	"	Calvert Agricultural (Calvert)	Alfred B. McVey	1,000	2½	— 500	32	20	52	39	6,123	157	19	13	12	8	6	52		52	52		1,400
10	"	North East (North East)	Standlay Evans	1,000	3	500— 630	19	29	48	40	4,295	178	19	10	11	7	4	45			45	29	1,400
11	Dorchester	Hurlock (Hurlobk)	Gilbert C. Cooling	1,000	2	500— 700	27	31	58	44	7,799	179	24	15	11	8	7	49	9				1,400
12	Frederick	Middletown (Middletown)	R. E. Kieeny	1,000	2	550— 700	21	33	54	51	9,037	177	16	14	8	16	16	39	15				1,400
13	"	Brunswick (Brunswick)	Oscar M. Fogle	1,200	3	550— 700	36	43	79	71	12,538	177	30	29	15	4	4	68	11				1,400
14	Harford	Bel Air (Bel Air)	Edward F. Webb	1,350	3	500— 800	19	39	58	48	9,392	195	19	13	12	14	11	45	13				1,400
15	"	Highland (Highland)	Edgar R. Hauver	1,000	2	500— 900	20	33	53	43	8,171	192	15	17	15	6	6	36		17			1,400
16	"	Jarrettsville (Jarrettsville)	Charles H. Schuster	1,000	2	500— 800	15	29	44	37	6,926	189	12	19	7	6	6	31		13			1,400
17	Howard	Ellicott City (Ellicott City)	Minnie Murphy	1,000	3	600— 750	31	34	65	56	10,212	183	29	21	7	8	8	58	7		65		1,400
18	Kent	Rock Hall (Rock Hall)	Walter H. Davis	1,000	3	500— 650	11	24	35	30	5,378	181	21	10	2	2	2	35			35		1,400
19	Montgomery	Brookeville (Brookeville)	Julian F. Walters	1,000	2¼	500— 600	22	39	61	48	8,643	180	21	19	13	8	8	61		22		39	1,400
20	"	Sherwood (Sandy Spring)	W. T. Boyce	1,000	3	— 600	24	17	41	37	6.667	180	18	14	5	4	3	41		24		17	1,400
21	"	Gaithersburg (Gaithersburg)	Thos. W. Troxell	1.000	2	550— 900	12	30	42	33	5,572	195	19	19	4		4	31	11		10	21	1,400
22	Prince George	Laurel (Laurel)	Roger L. Manning	1,200	3	600— 700	19	53	72	59	10,342	176	24	23	20	5	4	69	12		47	53	1,400
23	"	Surrattsville (Clinton)	Eugene S. Burroughs	1,000	3	500— 700	20	51	71	61	10,500	170	17	24	15	15	12	67	6	8		51	1,400
24	"	*Baden (Baden)	W. R. C. Connick	1,000	3	— 600	12	32	44	39	195	5	29	13	2			33		11	30		1,400
25	Queen Anne's	Stevensville (Stevensville)	Norwood W. Voss	1,000	2	— 500	16	24	40	25	4,621	184	18	14	8		4	40		18	40		1,400
26	Somerset	Crisfield (Crisfield)	F. E. Gardner	1,000	3	525— 600	29	98	127	100	17,759	177	54	19	30	25	24	95	32				1,400
27	"	Washington (Princess Anne)	Howard T. Ruhl	1,000	3	500— 600	18	35	53	42	7,473	177	34	10	3	6	6	53			18	35	1,400
28	Talbot	St. Michaels (St. Michaels)	Henry E. Adams	1,000	2½	— 550	22	25	47	34	6,432	189	16	6	14	11	10	32	15				1,400
29	"	Oxford (Oxford)	Nellie R. Stevens	1,000	2⅓	— 550	14	26	40	33	6,143	188	15	12	9	4	4	30	10			19	1,400
30	"	Trappe (Trappe)	W. Neal Grubb	1,000	2	— 500	11	25	36	27	5,013	187	17	8	7	4	2	30	6				1,400
31	Wicomico	Sharptown (Sharptown)	J. Frank McBee	1,000	3	540— 630	12	30	42	39	5,863	174	20	11	5	6	6	42			12	30	1,400
32	Worcester	Buckingham (Berlin)	Nettie B. Carey	1,000	2	— 500	15	27	42	36	6,256	176	19	7	9	7	7	42			42	27	1,400
33	"	Stockton (Stockton)	John S. Hill	1,000	2	500— 700	14	18	32	25	4,658	183	20	5	4	3	3	32			14	18	1,400
			Totals	$35,140	84		654	1,078	17,32	1,394	234,267	5,769	737	456	312	225	226	1,489	186	262	447	383	$46,200
		*New	Averages	$1064.85	2.5		19.8	32.7	62.5		7321.5	180.3					9						

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